

**Wisconsin
Knowledge
and
Concepts
Examinations—
Criterion-
Referenced
Test**

GUIDE

**for
District Assessment Coordinators
and
School Assessment Coordinators**

- **ELEMENTARY**
- **MIDDLE SCHOOL**
- **HIGH SCHOOL**

Grades 3 through 8 and 10



**Wisconsin Department of
Public Instruction
Elizabeth Burmaster
State Superintendent**

Contacts and Telephone Numbers

This guide was developed specifically for use by Wisconsin District Assessment Coordinators (DACs) and School Assessment Coordinators (SACs) to assist in the administration of the Wisconsin Student Assessment System (WSAS) *Knowledge and Concepts Examinations—Criterion-Referenced Test* (WKCE-CRT) Fall 2006 testing program.

For Assistance with Document Processing and Questions About the Assessments

Contact CTB/McGraw-Hill's (CTB's) Wisconsin Help Desk:

- Telephone (800) 282-2203
- Fax (888) 282-0526
- E-mail WisconsinResHelpdesk@ctb.com

Representatives will be available from 7:30 A.M. to 5:00 P.M. Central Time. CTB's fax is available 24 hours a day.

For General Information

Contact Viji Somasundaram at the Wisconsin Department of Public Instruction (DPI):

- Telephone (608) 267-7268
- E-mail visalakshi.somasundaram@dpi.state.wi.us

To Arrange Pickup of Answer Documents for Return to CTB/McGraw-Hill for Scoring

District Assessment Coordinators are to use CTB's online process at <http://programs.ctb.com/WKCE> (the URL is case-sensitive) to register for return shipping. DACs without online access should call CTB's Wisconsin Help Desk at (800) 282-2203.

IMPORTANT: Calls to arrange for pickup of materials must be made no later than December 13, 2006.

Note: If you use your own carrier, CTB will **not** be responsible for the shipping costs you incur.

For Information Regarding the Wisconsin Student Number Locator System

Access the Wisconsin Department of Public Instruction Web site at <http://dpi.wi.gov/lbstat/esea051304.html>.

Important Dates

HELPFUL HINT:
This schedule of important dates can be photocopied and posted for quick reference.

EVENT	DATE
Pre-Test Workshop —The WSAS Pre-Test Workshop will be held as an interactive webcast on	September 19, 2006
Test Coordinator's Kits (TCK) —Kits containing WKCE-CRT documents and other materials pertinent to the program will be on site with the District Assessment Coordinators (DACs) by	October 6, 2006
Wisconsin Student Locator System —Districts update enrollment information in the Wisconsin Student Locator System (WSLS) for pre-ID label production by	September 29, 2006
Test Materials —Test materials for grades 3 through 8 and 10 are received by DACs by	October 6, 2006
DACs Distribute Test Materials to School Assessment Coordinators (SACs) —DACs complete distribution of test materials to SACs	October 6–13, 2006
Inventory Test Materials —DACs complete inventory of test materials and report shortages to CTB by	October 20, 2006
Pre-ID Labels —DACs receive first shipment of pre-ID labels by	October 23, 2006
DACs receive second shipment of pre-ID labels by	November 17, 2006
Testing Window —Testing for the WKCE-CRT may begin before the start of the testing window, but may not extend beyond the closing of the testing window.	October 23– November 24, 2006
SACs Return Answer Documents to DACs —SACs must return students' completed test books (answer documents) to DACs the day after testing is complete or no later than	November 27, 2006
DACs Arrange for Pickup of Answer Documents —DACs must contact CTB online for pickup of students' answer documents no later than	December 4, 2006
Pickup of Answer Documents by CTB —Deadline for CTB to pick up answer documents is no later than	December 6, 2006
ISES and WSLS Data Updates —Districts complete and update the ISES and WSLS data collections by	December 15, 2006
Record Editing System by DACs	January 12– January 26, 2007
Record Editing System by CTB	January 29– February 16, 2007
Optional Products —Schools and districts must send their optional products order to CTB by	March 2, 2007
Phase I Test Results —First phase of test results, including student reports, will be shipped by	To be determined
Phase II Test Results —District and school performance reports will be available online by	To be determined
Phase III —District and school reports will be available online by	To be determined

Table of Contents

	Contacts and Telephone Numbers	inside front cover
	Important Dates	i
Section 1	Message to District Assessment Coordinators and School Assessment Coordinators	1
	Introduction.....	1
	Testing Window	2
	Administration of the WSAS Alternate Assessments	2
	Purpose of Program and Use of Results	2
	Calibration Districts	2
	All Students Must Be Accounted For.....	3
	Students with Disabilities (SwD) Residing in One School District but Attending School in Another School District (SwD OOD).....	4
	Test Security.....	4
	Who Is Responsible for Test Security?	4
	Security Throughout the Testing Process.....	5
	What Are Some Examples of Test Security Violations?	5
	Possible Consequences and Sanctions for Compromising Test Security ...	6
	Braille/Large Print Editions.....	8
	Delivery of Test Materials	9
	Calculators	9
	Deadline to Arrange Pickup of Test Materials	11
	Retaining Test Books	11
Section 2	Overview of WKCE-CRT Materials	12
	Test Coordinator's Kit.....	12
	Test Materials Delivered to DACs.....	13
	Post-Test Materials Made Available for DACs	14
	Distribution of the Individual Profile Report (IPR)	14
Section 3	Responsibilities of District Assessment Coordinators (DACs)	15
	Preparation for Testing.....	15
	During Testing	16
	After Testing.....	16
	Returning Materials to CTB/McGraw-Hill.....	17
	Materials.....	17
	Preparing the Paperwork.....	17
	School Header Sheet.....	17
	School/Group List	17
	Packaging the Student Documents.....	18

Section 4

<i>Responsibilities of School Assessment Coordinators (SACs)</i>	22
Preparation for Testing.....	22
Test Materials	23
Other WKCE-CRT Test Materials	23
Other NCLB-Required Assessments	23
Administering the Tests	24
Possible Testing Schedules.....	25
Before Testing	35
During Testing	35
After Testing	36
Returning Materials to the DAC.....	38
Materials.....	38
Preparing the Paperwork.....	38
School Header Sheet.....	38
School/Group List	38
Packaging the Student Documents.....	39
Sample Stack Card (for Test Books To Be Scored)	40
Special Instructions for Schools Receiving Materials Directly from CTB/McGraw-Hill and Returning Materials Directly to CTB for Scoring and Reporting.....	42
Checklist for School Assessment Coordinators	43

Section 5

<i>Data Collection and Reporting Forms</i>	45
Purpose	45
Electronic Student Data	45
Student Information Page	45
Student Assessment Report	45
School Header Sheet.....	46
School/Group List.....	46
Student Pre-ID Labels.....	46
Sample of Student Information Page.....	47
Instructions for Completing the Student Assessment Report.....	48
Sample of Student Assessment Report	49
Sample of School Header Sheet.....	50
School Header Sheet Directions.....	51
Sample of School/Group List	52
School/Group List Directions.....	53

Section 6

<i>DPI Guidelines to Facilitate the Participation of Students with Special Needs in State Assessments</i>	54
Introduction.....	54
English Language Learners (ELL)	55
Additional Assessment Considerations for ELL Students	56
Students with Disabilities as Defined Under the Individuals with Disabilities Education Act (IDEA).....	57
Students Covered by Section 504 of the Vocational Rehabilitation Act	59

Attachments

Attachment A—The Assessment Matrix: Assessment Guidelines and Accommodations for Students with Disabilities (SwD) and English Language Learners (ELL)	61
Attachment B—English Language Proficiency Levels	66
Attachment C—Test Access Rules	68
Attachment D—Agreement to Maintain Confidentiality	71

Appendices

Appendix A—Most Common Errors.....	72
Appendix B—Dos and Don'ts	73
Appendix C—Glossary of Measurement Terms	75
Appendix D—Wisconsin Record Editing System (RES) and Online Reporting System (ORS).....	79
Appendix E—Customer Service Support for the Wisconsin Online Record Editing System	80

*** FOR UPDATED INFORMATION ABOUT ALTERNATE ASSESSMENTS, PLEASE GO TO <http://dpi.wi.gov/oea/corrskce.html>.**

Message to District Assessment Coordinators and School Assessment Coordinators

Introduction

The Wisconsin Student Assessment System (WSAS) is a comprehensive statewide program designed to provide information about what students know in core academic areas and whether they can apply what they know. The Fall 2006 *Wisconsin Knowledge and Concepts Examinations—Criterion-Referenced Test* (WKCE-CRT) is customized to measure the Wisconsin Model Academic Standards and is developed and designed by Wisconsin educators in conjunction with CTB/McGraw-Hill.

Information in this guide pertains only to the WKCE-CRT Fall 2006 testing program at grades 3 through 8 and 10.

For students in **grades 3, 5, 6, and 7**, the test consists of four forms (A, B, C, D) with multiple-choice and short-answer items in Reading and Mathematics.

Students in **grades 4 and 8** take tests in Reading, Mathematics, Science, Language Arts, Writing, and Social Studies. The Reading and Mathematics tests include multiple-choice and short-answer items. Science, Language Arts, and Social Studies have multiple-choice items only. The Writing test consists of one writing prompt. The Reading, Mathematics, and Science tests are in Book 1, of which there are four forms (A, B, C, D). Language Arts, Writing, and Social Studies are in Book 2, which is a single form (E).

For students in **grade 10**, the test includes multiple-choice and short-answer items in Reading and Mathematics and multiple-choice items only in Language Arts, Science, and Social Studies. In addition, there is a writing prompt. The content area tests are in two test books: Reading, Mathematics, and Science are in Book 1 (Form A), and Language Arts, Writing, and Social Studies are in Book 2 (Form B).

To ensure a smooth implementation of the testing program, everyone must work together and be familiar with the contents of this guide and the content of other test materials, paying careful attention to details.

There are many developmental changes this year and, as a result, there are many references to the Test Coordinator's Kit (TCK).

**Testing Window
October 23–
November 24, 2006**

The WKCE-CRT will be administered October 23–November 24, 2006, to students in grades 3 through 8 and 10. Testing may begin any time after receipt of test materials, as long as staff is prepared adequately.

Testing must be completed by November 24, 2006.

**Administration of
the WSAS Alternate
Assessments—
Dates To Be Determined**

- WSAS Alternate Assessment for English Language Learners (WAA-ELL), at grades 3 through 8 and 10
- WSAS Alternate Assessment for Students with Disabilities (WAA-SwD), at grades 3 through 8 and 10

Please Note:
*Updated information
about both Alternate
Assessments will be
provided at the start of
the school year.*

These tests are individual student performance assessments administered as appropriate at the local level. Student results must be recorded on the Student Assessment Report (back cover of the WKCE-CRT test book).

Materials for the WSAS Alternate Assessments, including eligibility criteria and scoring procedures, are available on the following DPI Web site: <http://dpi.wi.gov/oea/wsasalt.html>.

**Purpose of Program and
Use of Results**

The purpose of the WKCE-CRT is to provide

- information about attainment of subject proficiency to students, parents, and teachers;
- information to support curriculum and instructional planning; and
- a measure of accountability for schools and districts.

The results of the WKCE-CRT are used by the Department of Public Instruction (DPI) as an accountability measure for school improvement in order to

- meet its statutory requirement of identifying low-performing schools as stipulated by s.115.38(4), Wisconsin Statutes;
- meet the federal Title I (NCLB) requirement to determine how well children are learning; and
- determine the extent to which schools and districts across the state meet the Wisconsin proficiency standards.

Calibration Districts

Calibration Districts are critical to the timely processing, scoring, and reporting of WKCE-CRT results. Fourteen school districts have been chosen for their statistical representation of Wisconsin students as a whole to be Calibration Districts. These Calibration Districts are:

Ashland	Madison	Shorewood	Wausau
Butternut	Platteville	Verona	Wauwatosa
Kenosha	Richland	Wabeno	
La Crosse	Sheboygan	Watertown	

**All Students Must Be
Accounted For**

All students enrolled in Wisconsin public schools must be accounted for through this process. If a student does not take any of the WKCE-CRT tests, a blank test book—with either the student pre-ID label or the Student Information Page completed—must be returned for that student.

All students must be included in the WKCE-CRT unless the student is excused or exempt based only on the following situations:

- When a parent or guardian requests that the student be excused from participating in the WKCE-CRT, this request must be honored at grades 4, 8, and 10, per state law. All students excused by parent opt-out count as “not tested” students for determining Adequate Yearly Progress (AYP).
- A student with disabilities (SwD) may be excluded from the WKCE-CRT and assessed using the WAA-SwD if the student’s Individualized Education Program (IEP) specifically recommends this. Note that most students with disabilities should be included in WKCE-CRT testing. If accommodations to the test are needed, they must be provided.
- Under Section 504 of the Vocational Rehabilitation Act of 1973, a student must be tested, except in extremely rare situations. It is highly unlikely that a school could justify not testing a student based on the student qualification under Section 504 alone. One example for not testing a Section 504 student may be that the student is suffering from acute emotional difficulties resulting from recent severe trauma or a terminal illness.
- A student categorized as an English Language Learner (ELL) is expected to participate in the WSAS regular assessments as soon as the student achieves an English language proficiency level that allows the student to demonstrate his or her knowledge and skills on those tests.

See Section 6 of this guide for *DPI Guidelines to Facilitate the Participation of Students with Special Needs in State Assessments*.

Note: Title I students and students who receive free or reduced-price lunches are not, by such definition, students with disabilities. No accommodations are to be provided when testing students served by Title I unless they are also identified as students with disabilities, students with handicaps under Section 504, or ELL students. In such cases, the IEP, IAP (Individualized Assessment Plan), or ELL status will determine the type of accommodations needed.

***Students with
Disabilities (SwD)
Residing in One School
District but Attending
School in Another
School District
(SwD OOD)***

The district of residence is accountable for the academic progress of Students with Disabilities who are sent to another district via an Individualized Education Plan (IEP). The test books of the Students with Disabilities educated outside of their home district must have **either**

- a student label with the correct district-of-residence number (check district ISES data to confirm) **or**
- the correct district-of-residence number bubbled in on the inside front cover (the Student Information Page) if no label is used.

Then the student's test book can be placed with the test books of the main population of students testing in your district.

Note: This provision does not apply to SwD students who attend a school in your district under Open Enrollment or Chapter 220.

Test Security

The primary goal of WKCE-CRT test security is to protect the integrity of the examinations. To ensure that trends in achievement results can be calculated across years in order to provide longitudinal data, a certain number of test questions must be repeated from year to year. If any of these questions are made public, the validity of the test may be compromised. If the reliability or validity of a test is compromised, it may require the invalidation of the test scores of individuals or entire classes, as well as other disciplinary actions. **The best way to maintain test security is to limit access to tests to those educators who must have access and to ensure that all personnel understand the crucial need for test security.** An outline of acceptable and unacceptable test preparation and administration practices for instructional and administrative staff has been prepared by the Wisconsin Department of Public Instruction (DPI).

Wisconsin Student Assessment Warning: This statement appears on the cover of every test book.

TEST SECURITY

All passages, stimuli, and questions used in the *Wisconsin Knowledge and Concepts Examinations—Criterion-Referenced Test* are CONFIDENTIAL and must be kept SECURE at all times. Unauthorized use, duplication, or reproduction of ANY or ALL portions of the test material is prohibited. Violation of security can result in district disciplinary action, prosecution, and/or penalties by the Department of Public Instruction or CTB/McGraw-Hill.

***Who Is Responsible for
Test Security?***

Everyone who works with the assessments, communicates test results to others, and/or receives testing information is responsible for test security. This includes:

- DPI staff
- District Administrators

- District Assessment Coordinators (DACs)
- School Assessment Coordinators (SACs)
- students, parents, and the community at large
- certified and noncertified public school staff
- Cooperative Educational Service Agencies (CESAs) staff

Tests developed and used in the WSAS statewide testing program are secure, proprietary test instruments published by CTB/McGraw-Hill (CTB) under contract with the Wisconsin Department of Public Instruction (DPI) and copyrighted by DPI. The shelf portions of the Language Arts, Science, and Social Studies assessment for grades 4 and 8 are copyrighted by CTB. Any disclosure or dissemination of actual test items to any person may be considered a copyright violation and may severely undermine the value of the test and adversely affect the validity of test results. The confidentiality of test questions and answers is paramount in maintaining the integrity and validity of the test. Therefore, the DPI staff and all Wisconsin educators must take every step possible to ensure the security of test instruments.

Security Throughout the Testing Process

All WKCE-CRT test materials must be kept secure. Do not photocopy or duplicate any portion of the test book at any time. Test books must be kept in a **locked** storage cabinet or area before and after all testing sessions. Test security is the responsibility of the entire school community.

District Assessment Coordinators should work closely with School Assessment Coordinators to direct the management of the WKCE-CRT. The first responsibility is to ensure test security throughout the testing process not only to protect the integrity of the test, but also to protect principals and teachers from any appearance of impropriety. On a daily basis, DACs and SACs should make sure that all test materials are placed in a locked storage area when not in use during a testing session. They must also make sure that students do not share information about test content when the test is administered to same-grade-level students at different times. If any deviation is noted, the DAC or SAC should take immediate action to correct it. Depending on the severity of a deviation in security, it may be necessary to advise the DPI's Office of Educational Accountability.

What Are Some Examples of Test Security Violations?

Test security violations can be committed by educators, students, or others.

Some examples of test security violations by **educators** include, but are not limited to:

- leaving students unsupervised during testing;
- leaving test materials in an unsecured place;

- photocopying or keeping a personal copy of the test;
- taking notes about test questions and using them or a close paraphrase to prepare students for testing;
- offering “hints” that indicate an answer or help eliminate answer choices;
- rephrasing the test questions;
- editing (changing) student answers after completion of the test by erasing any wrong answers and writing in the correct ones;
- providing test accommodations for students with disabilities that are not included in the student’s IEP or IAP;
- allowing students to go back to previously tested sections in the test book to check their work; and
- allowing students to go back to the current section in the test book to change their answers after allowed testing time has expired.

Some examples of test security violations by **students** include, but are not limited to:

- obtaining a test book to study or to let others study;
- securing a marked test book or “crib sheet” from a teacher or another student;
- copying answers from another student during testing;
- sharing specific test information with other students in the same grade who are scheduled to take the same test at a later time; and
- taking a test during the makeup period and asking a student who has already completed the test to disclose test questions and/or answers.

***Possible Consequences
and Sanctions for
Compromising Test
Security***

Administrators, certified and noncertified school staff, students, and parents must adhere to ethical procedures in testing. Violation of these procedures can be investigated, and appropriate sanctions may be taken by the local school board, DPI, and/or the court system.

In regard to professional staff licensed by DPI, the definition of “immoral conduct,” which is the predicate for suspension and revocation of licenses and includes “conduct or behavior that is contrary to commonly accepted moral **or ethical** standards,” is located in Section 115.31(2) Wis. Stats.

School or district staff members must immediately report all incidents of cheating or other test irregularities by students or staff to the District Assessment Coordinator and to the DPI Office of Educational Accountability. When a testing irregularity is alleged to have occurred, DPI will ask the school and district to conduct a thorough fact-finding investigation of the alleged irregularity and report the results of its investigation to DPI as quickly as possible.

After receipt of the fact-finding report, DPI staff will consult with the district on the severity of the alleged testing irregularity, whether it was severe enough to affect test results, and at what level—student, school, or district. Because the validity and reliability of the examinations rest with the department, DPI will ultimately determine whether the irregularity should be declared a testing violation, whether the WKCE-CRT results should be invalidated, and at what level. Affected results may not be reported in the Wisconsin School Performance Report or used for other accountability measures. At the school and district levels, this could result in the loss of a year's test results for the grade(s) and subject(s) affected by the test irregularity. There will be no opportunity to retest.

Test security violations may be reported by the school faculty, students, their parents or other family members, and persons in the community. They also can be detected by erasure analysis, unusual score gains, and other irregularities.

Disciplinary measures for educators and school staff will be determined at employment level based on local board policy. In extreme cases, DPI reserves the right to pursue its own sanctions as to department-licensed individuals for school or district testing irregularities.

Potential sanctions for **educator** violations of security measures may include:

- suspension or acceptance of voluntary surrender of certificate of licensure;
- suspension without pay, or a written reprimand;
- termination of contract, acceptance of resignation, or retirement;
- civil legal liability for copyright violations;
- legal prosecution;
- public embarrassment; and
- others as determined by local school boards.

Students who are found to have cheated on the WKCE-CRT will receive no results for the content area test in question. Disciplinary measures for students are handled at the school or district level.

Potential sanctions for **student** violations of security measures may include:

- invalidation of test results;
- invalidation of specific test questions or subtests, or invalidation of pass/fail proficiency results;
- suspension or expulsion from school, or other disciplinary actions as specified by the local school board code of conduct;
- suspension or exclusion from participating in school extracurricular activities, such as sports, plays, school-sponsored social functions, etc., as dictated by local school board policies;
- denial of appointment to a school membership team, such as mathematics or debate team;
- removal from an elected office, such as president of the student council, etc., as dictated by local school board policies; and
- others as determined by local school boards.

Braille/Large Print Editions

Braille and/or Large Print editions of the WKCE-CRT are available for blind or visually impaired students in your school or district. Special accommodations may be necessary when administering the test to them. Please check the student's Individualized Education Program (IEP) for any special accommodations.

For those districts that have ordered and received Braille and Large Print editions, administration manuals will be included in the shipment of test materials.

Braille Edition

Students who take the WKCE-CRT Braille edition use a Braille device called a "Brailler." **School staff must transcribe verbatim the student's responses into a regular WKCE-CRT test book and return it to CTB with the rest of the students' test books for scoring.** (The used Braille test book must be destroyed after test results have been received and verified.)

Note: Test books that have been transcribed by school staff must bear the full name of, and be personally initialed by, the person(s) who did the transcription. The transcriber's name and initials should appear on the back cover of the test book, directly under the student's name.

Test scores for students who take the Braille edition of the WKCE-CRT include all criterion-referenced and proficiency-level scores provided under the WSAS.

Large Print Edition

Students who take the WKCE-CRT Large Print edition mark their responses directly in the Large Print test book. **School staff must transcribe verbatim the student's responses into a regular WKCE-CRT test book and return it to CTB with the rest of the students' test books for scoring.** (The used Large Print test book must be destroyed after test results have been received and verified.)

Note: Test books that have been transcribed by school staff must bear the full name of, and be personally initialed by, the person(s) who did the transcription. The transcriber's name and initials should appear on the back cover of the test book, directly under the student's name.

Test scores for students who take the Large Print edition of the WKCE-CRT include all criterion-referenced and proficiency-level scores provided under the WSAS.

Delivery of Test Materials

Test materials will be received by districts no later than October 6, 2006. District Assessment Coordinators (DACs) must inventory all materials immediately and report any shortages no later than October 20, 2006, so that any shortages can be remedied before the testing date. Shortages of test materials are to be reported to CTB's Wisconsin Help Desk at (800) 282-2203.

DACs will automatically receive an overage of test materials to cover any initial shortages. CTB will accept reports of shortages from DACs only. School Assessment Coordinators (SACs) must report any shortages of test materials to their DAC.

Only the districts of Elmbrook, Green Bay, and Milwaukee will have their schools report shortages to CTB. Schools in these districts will receive materials from and return materials directly to CTB for scoring and reporting.

See pages 12–14 of this guide for a complete inventory of WKCE-CRT test materials.

Calculators

The use of calculators varies by grade. CTB provides punch-out tools (including rulers) but does not supply calculators. Calculators must be provided by the school district.

All Grades

Calculators or other electronic devices that possess any of the following features are not permitted:

- QWERTY keyboard
- Devices that make noise or “talk”

- Touchscreen, electronic writing pad, pen-input, or stylus-driven entry systems
- Removable memory units
- Image capture or video recording or transmission
- Sound recording or transmission
- Wireless communication (infrared, Bluetooth®, WiFi®, cellular, radio, etc.)

Grades 3 and 4

The use of calculators in Mathematics Session 1 and Session 4 Part A is not allowed for any student, as those sections of the test measure computation skills. Only students whose IEP or Section 504 plan allows for the accommodation of calculator usage may use the calculator for the comprehension sessions of the Mathematics test. The accommodated students must be tested in a separate room so as not to give the appearance of having an advantage.

Grades 5–8

Students must have access to at least a four-function calculator. Use of a scientific calculator is a student option. Students may use a scientific calculator if they choose to and are familiar with the calculator. The use of graphing calculators is a district decision. If your district has decided to allow graphing calculators, it is imperative for security reasons that examiners clear calculator memories at the beginning and at the end of each session for which calculators are allowed. The directions for clearing calculator memories are located in the *Directions for Test Administration*.

In grade 5, Mathematics Session 1 and Session 4 Part A measure computation skills. In grade 6, Mathematics Session 1 and Session 5 Part A measure computation skills. For that reason, use of calculators for those sections of the test is not allowed for any student, including students whose IEP or Section 504 plan allows for such accommodation.

Grade 10

Students must have access to at least a scientific calculator. Students may choose to use a graphing calculator if they are familiar with the calculator. Four-function calculators are not permitted. If students have decided to use graphing calculators, it is imperative for security reasons that examiners follow the directions for clearing calculator memories at the beginning and at the end of each session for which calculators are allowed. The directions for clearing calculator memories are located in the *Directions for Test Administration*.

Mathematics Session 1 measures computation skills. For that reason, use of calculators for that session of the test is not allowed for any student, including students whose IEP or Section 504 plan allows for such accommodation.

***Deadline to Arrange
Pickup of Test Materials
December 4, 2006***

District Assessment Coordinators are required to use CTB's online retrieval system at <http://programs.ctb.com/WKCE> to arrange for pickup of test materials for scoring no later than the third school day after testing is completed throughout the district, or by December 4, 2006, whichever is earlier.

If no online access is available, DACs should call CTB's Wisconsin Help Desk at (800) 282-2203.

All answer documents must be picked up for shipment to CTB no later than December 6, 2006.

Retaining Test Books

Except for **up to 20** copies at each grade level, all WKCE-CRT unused test books must be returned to CTB/McGraw-Hill. Every Wisconsin public school district may keep up to 20 copies of each grade-level test book (grades 3, 4, 5, 6, 7, 8, and 10) for professional development purposes; at a minimum, districts should keep one copy to meet the Public Access Rules, Wis. Stats. 118.30 (3). Public Access Rules require public schools to make available, upon request within 90 days of the date of administration, any of the required pupil assessments.

The 20 test books at each grade level that the district may keep are for item analysis and related professional development. These copies must be kept secure. All other test materials (used and unused) are to be returned to CTB/McGraw-Hill for inventory. Quantities of test books delivered to each location will be monitored and verified when returned.

Follow the instructions provided in the Test Coordinator's Kit (TCK) for proper use of the white shipping labels for returning unused books.

Overview of WKCE-CRT Materials

A brief description of the materials that are a part of the Fall 2006 *Wisconsin Knowledge and Concepts Examinations—Criterion-Referenced Test* is provided below.

Test Coordinator's Kit

The following materials are included in the Test Coordinator's Kit (TCK):

- **School Header Sheets**
Each school receives two copies of precoded School Header Sheets for each grade. Each School Header Sheet comes preprinted with the school name, school number, and lowest grade in the school. The SAC is required to complete the information boxes on one of these sheets. The second sheet is extra and is to be used only if necessary.
- **School/Group List**
Each school receives a precoded School/Group List. The SAC is required to ensure that all information on the School/Group List is correct.
- **Shipping Labels**
Shipping labels are included for the return of test books—TO BE SCORED and NOT TO BE SCORED. Use the instructions provided in the TCK for proper use of these labels.
- **Optional Products Order Form**
Use this form to order materials that are not provided under the WKCE-CRT program. Each district is responsible for purchasing the optional materials of its choice.
- Various errata notices and special instructions may be included.

Note: The Wisconsin Department of Public Instruction will provide CTB/McGraw-Hill with preliminary student barcode information. DPI will send a student data file to CTB on October 2, 2006, containing up-to-the-minute enrollment data pulled from the Wisconsin Student Locator System (WSLS). These data will include student names, IDs (local and WSN), gender, race, and other identifying information from the WSLS. These data will be combined in student barcode labels, based on the WSN, with 2006–07 ISES data where available, or with 2005–06 ISES data where 2006–07 is not available. These additional ISES data will include grade, ELL status, migrant status, economic status, disability, and other relevant ISES data elements.

In some cases, these data will not be accurate for a given student. Administrators are still to use the label. Any errors on the label can be corrected/updated through the ISES data collection, which will be open through the middle of November 2006. When ISES data are locked for the state (some time in early December), DPI will send a final file to CTB to bring all student records up to date. The final file will contain all of the same data that the October file contained, but will use the updated 2006–07 ISES data. Districts will still have the opportunity to use the Record Editing System in January 2007 to correct any errors that may have occurred.

Districts should make sure that their WSLS database is updated by September 29, and that their ISES data collection is completed as accurately and quickly as possible.

Test Materials Delivered to DACs

The following materials will be shipped to District Assessment Coordinators before testing (and must be distributed to School Assessment Coordinators by October 13, 2006):

- **Test Books**
Test books are scannable; therefore, the student does not need to record the answers on a separate answer sheet.
- **Braille and Large Print Test Books**
Braille and Large Print test books will be included if ordered by the district.
- **Mathematics Punch-Out Tools**
Punch-out tools are necessary for the completion of the Mathematics section of the WKCE-CRT and are shrink-wrapped with the test books at the bottom of each package.
- **Directions for Test Administration**
The directions contain all instructions needed to administer the test and can be found at the bottom of each shrink-wrapped package of test books.

- ***Student/Parent Pre-Test Information***

This brochure contains information about the WKCE-CRT in a user-friendly format, and it should be distributed to students to take home before testing begins. The brochure includes a summary of the testing program and test objectives.

- ***This Guide for District Assessment Coordinators and School Assessment Coordinators***

Post-Test Materials Made Available for DACs

After testing, the following materials will be made available for District Assessment Coordinators:

- **Record Editing System (RES)**

This will be available to DACs mid- to late January 2007.

- **Score Reports**

These are student, school, and district reports, which will be available for DACs in three phases:

- **Phase I** contains Individual Profile Reports (IPRs).
- **Phase II** contains school- and district-level performance reports that have state-level data, as well as statewide summary data.
- **Phase III** contains school- and district-level reports.

The delivery dates for these reports are to be determined.

- ***Administrator's Interpretive Guide***

This guide is designed to help school and district staff understand, explain, and use the results of the WKCE-CRT. It provides a brief overview of the tests, the types of scores reported, and samples and descriptions of test reports. (It is delivered to DACs.) It will be available on the DPI/OEA Web site (http://dpi.wi.gov/oea/kce_publin.html) in March 2007.

- Student/parent interpretive information will be placed on the back of the Individual Profile Report: the WKCE-CRT Individual Profile Report (WKCE-CRT IPR) and/or the WAA-IPR.

Distribution of the Individual Profile Report (IPR)

Two copies of each student's Individual Profile Report (IPR) will be sent to districts after tests are scored. Distribute one copy to the student's family as soon as practical, and save the other copy as part of the student's record. Although a basic interpretive guide is included on the back of the report, many districts include additional information for families when distributing the reports. Note that student confidentiality must be maintained when handling these reports.

Responsibilities of District Assessment Coordinators (DACs)

Preparation for Testing

District Assessment Coordinators (DACs) and School Assessment Coordinators (SACs) must work together to set up testing schedules that best meet each school's particular needs. Teachers must be allowed to follow a testing schedule that prevents rushed sessions and student fatigue. When scheduling daily testing sessions, remember to allow ample time after testing to organize test materials for return to the SAC from the classroom and, after all testing is completed, for assembly and return to the DAC. The DAC is responsible for shipment of test books back to CTB/McGraw-Hill for scoring. DACs should follow these steps when preparing for testing:

- 1 **Review this guide** and the *WKCE-CRT Directions for Test Administration*. Be familiar with all testing procedures.
- 2 **Inventory all test materials** immediately after receipt. Notify CTB of any shortages. (Districts listed on page 42 will have their schools report shortages of test materials.)
- 3 **Report shortages or additions** to CTB no later than October 20, 2006.
- 4 **Distribute test materials to SACs** as soon as possible. Maintain an accurate account of all materials.
- 5 **Ensure that SACs have distributed the *Student/Parent Pre-Test Information*** brochure to all students in grades 3 through 8 and 10 immediately after receipt of the materials. Students must be instructed to take the brochures home to share with their parents or guardians.
- 6 **Work with SACs and teachers/examiners** by providing staff-training sessions, disseminating information, scheduling testing, and helping as necessary to coordinate their activities and schedules.
- 7 **Distribute photocopies of important information** from this guide to staff, as necessary.
- 8 **Ensure that SACs have arranged for one or more proctors to help monitor students' work** and to assist during the distribution and collection of test materials when tests are administered in large group sessions. As a general rule, one proctor for every 15 students is recommended.
- 9 **Maintain, promote, and ensure security** of the test materials at all times.
- 10 **Save the boxes** in which the test materials were shipped. These boxes are necessary for returning both used and unused test books to CTB. If the total number of boxes is insufficient for return of all required materials, please contact CTB immediately.
- 11 **Make sure that school and student information is accurate.** See Appendix A of this guide for a list of the most common errors.

During Testing

During the administration of the WKCE-CRT test, the DAC should do the following:

- Monitor each school's testing schedule. If a school falls behind schedule, make sure the SAC takes appropriate action to avoid falling further behind, without compromising the fair and unhurried assessment of the students.
- Supervise and, if necessary, help coordinate the schools' daily handling and security of test materials.
- Ensure that students are supervised during testing sessions.
- Help organize makeup sessions to ensure that every student has had the opportunity to test on schedule.

After Testing

The DAC is responsible for the security of the test materials and the timely receipt of the test materials from each SAC. These and other DAC responsibilities are listed below:

- 1 Coordinate receipt of complete scorable test materials and their timely shipment to CTB/McGraw-Hill. This must be your first priority!
- 2 All other districts must ensure that all test materials are received from each school the next school day after its testing sessions (including makeups) have concluded, but no later than November 27, 2006.
- 3 Use the photocopies of the School/Group List and the School Header Sheet found in the first box of each school's shipment, to verify that the information printed on the School/Group Lists and School Header Sheets is accurate. Check this information carefully. Correct information will ensure fast and accurate scoring. District and school names and numbers are based on the DPI Public School Directory Update (PI 1280). If inaccurate, the PI 1280 must be corrected. Call the DPI Center for Education Statistics at (608) 267-3166 to submit a correction.
- 4 Make sure you have accounted for **all** students in your school and district. If a student in grade 3, 4, 5, 6, 7, 8, or 10 does not participate in any one of the WKCE-CRT assessments or WSAS Alternate Assessments, it will still be necessary to return a blank test book for that student. The blank test book must either have barcode labels for the student applied to the book or have student information bubbled in if the barcode label for the student is not available. All such students count as "not tested" for the purposes of determining Adequate Yearly Progress (AYP).
- 5 Assemble and organize materials according to the instructions in "Returning Materials to CTB/McGraw-Hill" on page 17 and "Packaging the Student Documents" beginning on page 18 of this guide. Do **not** ship any test materials to CTB until **all** test materials have been received from all schools in your district and have been organized according to the instructions in this guide.

- 6 Use CTB's online process to arrange for pickup of the test materials for scoring (<http://programs.ctb.com/WKCE>). Note: The URL is case-sensitive. You must contact CTB no later than the third school day after testing (including makeups) is completed throughout the district, or by December 4, 2006, whichever is earlier. If no online access is available, call CTB's Wisconsin Help Desk at (800) 282-2203.
- 7 After testing, all test books—those to be scored and those not to be scored—are to be returned to CTB (see the next section and also the directions in the TCK).

Returning Materials to CTB/McGraw-Hill

Materials

The following materials will be needed to package and return test materials to CTB/McGraw-Hill:

- ☐ Shipping boxes (saved from original receipt of materials)
- ☐ Stack Cards for test books to be scored
- ☐ Paper tape for bundling stacks
- ☐ Return-shipping labels for test books to be scored and not to be scored
- ☐ Marking pens
- ☐ Sealing tape

Preparing the Paperwork

It is important that all paperwork be accurately completed before shipment to CTB for scoring.

School Header Sheet

A sample of the School Header Sheet and the accompanying directions can be found on pages 50 and 51 of this guide. Refer to the Test Coordinator's Kit (TCK) for full instructions on the proper use and completion of the School Header Sheet.

School/Group List

A sample of the School/Group List and the accompanying directions can be found on pages 52 and 53 of this guide. Refer to the TCK for full instructions on the proper use and completion of the School/Group List.

Packaging the Student Documents

The DAC must check the SACs' packaging before shipment to CTB/McGraw-Hill.

If the test materials have not been packaged properly, the DAC should refer to the SAC directions (see Section 4 of this guide). Please follow these directions to help ensure that the test results will be accurate and returned on time.

Tests must be sorted and packaged by grade.

STEP 1—Checking Test Books

Work with test books one school at a time.

The information on the student pre-ID label overrides any information bubbled in on the Student Information Page, with the exception of the "optional field" information. Only the "optional field" information can be used simultaneously with a student pre-ID label.

Remember, a test book must be returned for ALL students currently enrolled in the tested grade.

Check to see that the Stack Cards are sorted by grade.

Verify that the number of students and number of books shown on the Stack Cards for each grade matches the student count and the book count at that grade for that school as shown on the School Header Sheet. For grades 4, 8, and 10, the book count should be double the number of students.

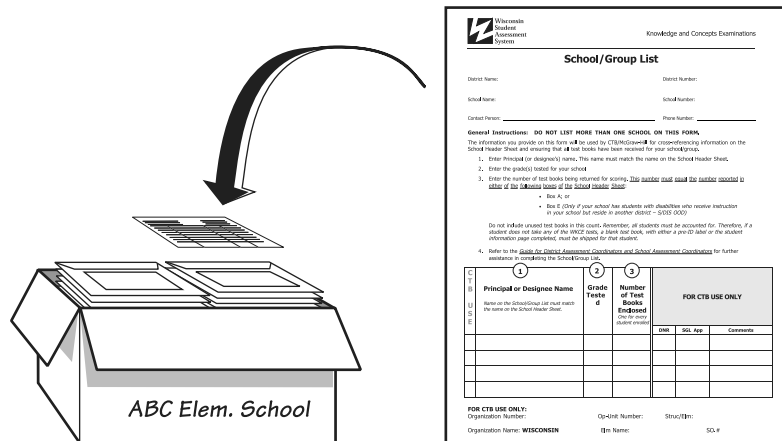
Note: Grades 4, 8, and 10 have multiple books (Book 1 and Book 2) that require special processing and packaging. Refer to the packing instructions in Section 4.

STEP 2—Checking the School/Group List

Work with one school at a time.


Pull out, and retain for your records, the stapled photocopies of the School Header Sheet(s) and School/Group List from the first box of each school's shipment.


Verify that the original School/Group List has been completed for this school. Then place it on top of the stacks in the first box. Seal all of the boxes with strong sealing tape.



STEP 3—Return-Shipping Labels

The labels for returning test books have changed. Refer to the TCK for full instructions on the proper use of return-shipping labels—for test books TO BE SCORED and NOT TO BE SCORED.

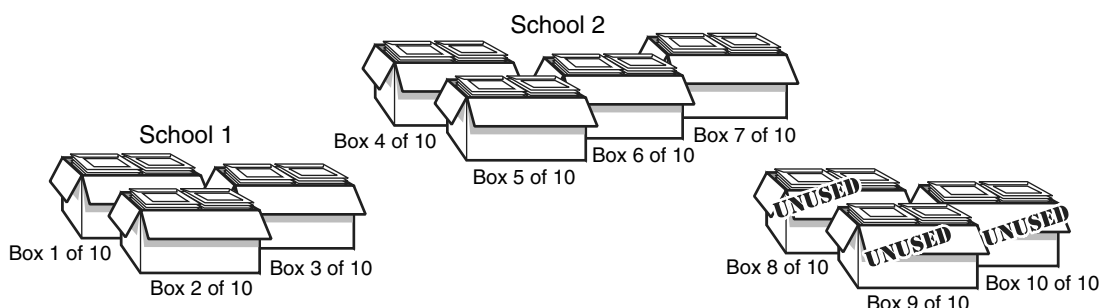
S	WKCE-CRT FALL 2006	WI
TO BE SCORED		
From:		
DIST: APPLETON		DIST#: 0147
To: CTB/McGraw-Hill	Site: 1	Ph: (800) 282-2203
DIST: BOX ____ OF ____ SCHOOL: BOX ____ OF ____		
CTB USE ONLY - DO NOT COVER THIS LABEL		
 11P-M012182001-0147-0030-0001		

U	WKCE-CRT FALL 2006	WI
NOT TO BE SCORED		
From:		
DIST: APPLETON		DIST#: 0147
To: CTB/McGraw-Hill	Site: 1	Ph: (800) 282-2203
DIST: BOX ____ OF ____ SCHOOL: BOX ____ OF ____		
CTB USE ONLY - DO NOT COVER THIS LABEL		
 11W-M012182001-0147-0030-0001		

REPEAT STEPS 2 AND 3 FOR EACH SCHOOL UNTIL COMPLETE.

STEP 4—Preparing Boxes for Shipment

The guidelines for packaging and returning test books have changed. Refer to the TCK for full instructions on the proper use of return-shipping labels—for test materials TO BE SCORED and NOT TO BE SCORED.



STEP 5—District Assessment Coordinator's Checklist

District Assessment Coordinators should use the checklist below to make sure all steps have been completed before test materials are returned to CTB/McGraw-Hill.

Before releasing the test materials for shipment, answer each of these questions:

- ☐ Have you received all test materials to be returned for scoring?
- ☐ Are the test book Stack Cards grouped by grade and labeled correctly?
- ☐ Have you made photocopies for your records of the School Header Sheets and the School/Group Lists, if they were not provided by the school? The originals must be sent to CTB.
- ☐ Is there a School Header Sheet for each grade of test materials? Unsigned or incomplete School Header Sheets will not be accepted by CTB and may delay results for your entire district. (Check photocopies provided by the schools in the first box of their shipments.)
- ☐ Are the School/Group Lists in the first box of each school's shipment of used test materials?
- ☐ Have the test materials been packaged in the boxes in which the materials were received?
- ☐ Are the shipping labels clearly numbered on the boxes for each district, e.g., "Box 1 of 10," "Box 2 of 10," etc.?
- ☐ Are all the used test books in the boxes of USED materials?

STEP 6—Pickup of Test Materials

Arrange for pickup of boxes by using CTB's online process at <http://programs.ctb.com/WKCE>. (**Note:** The URL is case-sensitive.) You will be directed to enter retrieval information. If no online access is available, call CTB's Wisconsin Help Desk at (800) 282-2203.

The deadline for DACs to contact CTB to pick up test materials is December 4, 2006.

Late delivery of test materials by any district will jeopardize delivery of score reports. The Department of Public Instruction and CTB/McGraw-Hill will monitor district compliance.

All materials (used and unused) are to be returned to CTB/McGraw-Hill, except for up to 20 copies of each grade-level test. Every Wisconsin public school district may keep up to 20 copies of each grade-level test book (grades 3, 4, 5, 6, 7, 8, and 10) for professional development purposes; at a minimum, districts should keep one copy to meet the Public Access Rules, Wis. Stats. 118.30 (3). Public Access Rules require public schools to make available, upon request within 90 days of the date of administration, any of the required pupil assessments. The test books that districts keep may also be used for item analysis and related professional development. These copies must be kept secure.

Refer to the TCK for full instructions on how to arrange for pickup of used and unused test materials.

Responsibilities of School Assessment Coordinators (SACs)

Preparation for Testing

School Assessment Coordinators (SACs) and District Assessment Coordinators (DACs) must work together to set up testing schedules that best meet each school's particular needs. Teachers must be allowed to follow a testing schedule that prevents rushed sessions and student fatigue. When scheduling daily testing sessions, remember to allow ample time after testing to organize the test materials for return to the SAC from the classroom and, after all testing is completed, for assembly and return to the DAC. The DAC is responsible for shipment of test books back to CTB/McGraw-Hill for scoring. SACs should follow these steps in preparation for testing:

- 1 Inventory all test materials immediately after receipt from your DAC. Your end count after testing should match the original inventory; you must account for every test book.

Report any shortages to your DAC immediately. SACs should not call CTB/McGraw-Hill to report shortages. Instead, your DAC should be the contact person for your district.
- 2 Review this guide and the *WKCE-CRT Directions for Test Administration*. Become familiar with all testing procedures.
- 3 Schedule and announce all testing sessions.
- 4 Conduct staff development sessions as necessary for teachers/examiners and proctors to ensure that they understand all instructions in the *WKCE-CRT Directions for Test Administration*.
- 5 Distribute photocopies of important information from this guide to staff, as necessary.
- 6 When tests are administered in large group sessions, ensure that each teacher will have one or more proctors to help monitor students' work and to assist with the distribution and collection of test materials. As a general rule, one proctor for every 15 students is recommended.
- 7 Maintain, promote, and ensure security of the test materials at all times.
- 8 Save the boxes in which test materials were received. These boxes are necessary for returning both used and unused test books to CTB. If the total number of boxes is insufficient for return of all required materials, please contact your DAC immediately.
- 9 Make sure that all school and student data are accurate. See Appendix A of this guide for a list of the most common errors.

Test Materials

The following items will be included either in the Test Coordinator's Kit or in the shipment of test materials and will be needed to administer the tests (the SAC must check to make sure that all test materials have been received):

- ☐ Student pre-ID labels (sent separately)
- ☐ *This Guide for District Assessment Coordinators and School Assessment Coordinators*
- ☐ Test books with punch-out tools
- ☐ Braille and Large Print test books, if ordered
- ☐ *Directions for Test Administration*
- ☐ School Header Sheet
- ☐ School/Group List
- ☐ Stack Cards for returning used test books
- ☐ Paper tape for bundling stacks
- ☐ Return-shipping labels, marked TO BE SCORED and NOT TO BE SCORED
- ☐ Optional Products Order Form
- ☐ Various errata notices and special instructions may be included.

Other WKCE-CRT Test Materials

DACs may either receive under separate cover the materials for the WSAS Alternate Assessments (WAA) or print these assessment materials from the following DPI Web site: <http://dpi.wi.gov/oea/wsasalt.html>. Information on alternate tasks and administrative guidelines are available on the DPI Web site.

Other NCLB-Required Assessments

Chapter PI 13 Wisconsin Administrative Code requires that each district annually assess English language learners for English language proficiency using DPI-approved tests. ACCESS for ELLs™ is the required test for this annual assessment. ACCESS for ELLs is a secure assessment that tests the four language domains of listening, speaking, reading, and writing in English as required under NCLB. The testing window for 2006–2007 is tentatively set for December 4, 2006, to February 16, 2007.

For ELL students new to the district, there is a companion screener known as the W-APT (WIDA ACCESS Placement Test). The WIDA ACCESS Placement Test is available online as downloadable PDF files. DACS and bilingual/ESL administrators will receive a password to download the screener and the online procedures-training materials.

Beginning with the 2006–2007 school year, it is recommended that districts use the W-APT screener to assist with identification, program placement, exit issues, and determination of which tier of test books (A, B, or C) should be ordered for the ACCESS for ELLs 2007 window. W-APT is a free, downloadable screener and serves as a companion to ACCESS for ELLs.

For more information about testing students with special needs, see *DPI Guidelines to Facilitate the Participation of Students with Special Needs in State Assessments* (Section 6 of this guide) at: <http://dpi.wi.gov/oea/wsasalt.html>.

Administering the Tests

The charts that follow provide a list of testing sessions for WKCE-CRT grades 3 through 8 and 10, including working time requirements for each subtest. The possible testing schedules that follow do not include time for preparation, distributing materials, reading directions, and collecting materials. Allow an additional 10 to 15 minutes each day for administrative tasks.

The test dates and testing schedule should be announced to staff, students, and parents in advance. To minimize security concerns, coordinate with the teachers in your school to schedule each session so that all students will take the same part of the test at the same time. **Tests have time limits that must be observed.**

At grades 4, 8, and 10, there are two test books. Book 1 contains Reading, Mathematics, and Science, and Book 2 contains Language Arts, Writing, and Social Studies. Content areas within a test book may be administered in a different order than the order in which the subtests are presented in the test book. However, it is recommended that all content areas in Book 1 be administered before moving on to Book 2.

The testing schedules that follow are possible testing schedules. You may adjust the number of sessions administered per day, as long as: (1) the test times for each session are followed and (2) each session is started and completed in the same sitting. You may administer sessions for more than one content area on the same day—for example, a Mathematics session in the morning and a Reading session in the afternoon.

Students who are absent for one or more sessions should take the remaining sessions with other students upon their return. Makeup sessions for the missed session(s) may be scheduled for a later time. Deviations from the order of administering test sessions within a content area are permissible for students who are absent during a scheduled test session.

The WKCE-CRT *Directions for Test Administration* provide all the information needed to administer the tests. These manuals include detailed, specific testing instructions. Directions should be followed exactly as they are presented in each manual.

Possible Testing Schedules

Possible Testing Schedule 1

Grade 3

DAY/CONTENT AREA/SESSION	TESTING TIME
<input type="checkbox"/> Fill in the Student Information Page (unless labels are used)	
<input type="checkbox"/> DAY 1: Reading, Session 1	40 minutes
<input type="checkbox"/> DAY 2: Reading, Session 2	40 minutes
<input type="checkbox"/> DAY 3: Reading, Session 3	40 minutes
<input type="checkbox"/> DAY 4: Reading, Session 4	30 minutes
<input type="checkbox"/> DAY 5: Mathematics, Session 1	25 minutes
<input type="checkbox"/> DAY 6: Mathematics, Session 2	30 minutes
<input type="checkbox"/> DAY 7: Mathematics, Session 3	30 minutes
<input type="checkbox"/> DAY 8: Mathematics, Session 4, Part A	10 minutes
<i>Break</i>	10 minutes
Mathematics, Session 4, Part B	10 minutes
<input type="checkbox"/> Fill in the Student Assessment Report (back cover of the test book)	

Possible Testing Schedule 2

Grade 3

DAY/CONTENT AREA/SESSION	TESTING TIME
<input type="checkbox"/> Fill in the Student Information Page (unless labels are used)	
<input type="checkbox"/> DAY 1: Reading, Session 1	40 minutes
Break	10 minutes
Reading, Session 2	40 minutes
<input type="checkbox"/> DAY 2: Reading, Session 3	40 minutes
Break	10 minutes
Reading, Session 4	30 minutes
<input type="checkbox"/> DAY 3: Mathematics, Session 1	25 minutes
Break	10 minutes
Mathematics, Session 2	30 minutes
<input type="checkbox"/> DAY 4: Mathematics, Session 3	30 minutes
Break	10 minutes
Mathematics, Session 4, Part A	10 minutes
Break	10 minutes
Mathematics, Session 4, Part B	10 minutes
<input type="checkbox"/> Fill in the Student Assessment Report (back cover of the test book)	

Possible Testing Schedule 1

Grade 4

DAY/CONTENT AREA/SESSION	TESTING TIME
<input type="checkbox"/> Fill in the Student Information Page (unless labels are used)	
Book 1	
<input type="checkbox"/> DAY 1: Reading, Session 1	40 minutes
<input type="checkbox"/> DAY 2: Reading, Session 2	40 minutes
<input type="checkbox"/> DAY 3: Reading, Session 3	40 minutes
<input type="checkbox"/> DAY 4: Reading, Session 4	30 minutes
<input type="checkbox"/> DAY 5: Mathematics, Session 1	25 minutes
<input type="checkbox"/> DAY 6: Mathematics, Session 2	30 minutes
<input type="checkbox"/> DAY 7: Mathematics, Session 3	30 minutes
<input type="checkbox"/> DAY 8: Mathematics, Session 4, Part A	10 minutes
<i>Break</i>	10 minutes
Mathematics, Session 4, Part B	10 minutes
<input type="checkbox"/> DAY 9: Science, Session 1	40 minutes
<i>Break</i>	10 minutes
Science, Session 2	10 minutes
<input type="checkbox"/> Fill in the Student Assessment Report (back cover of Book 1)	
Book 2	
<input type="checkbox"/> DAY 10: Language Arts	30 minutes
<i>Break</i>	10 minutes
Writing	30 minutes
<input type="checkbox"/> DAY 11: Social Studies	40 minutes

Possible Testing Schedule 2

Grade 4

DAY/CONTENT AREA/SESSION	TESTING TIME
<input type="checkbox"/> Fill in the Student Information Page (unless labels are used)	
Book 1	
<input type="checkbox"/> DAY 1: Reading, Session 1	40 minutes
Break	10 minutes
Reading, Session 2	40 minutes
<input type="checkbox"/> DAY 2: Reading, Session 3	40 minutes
Break	10 minutes
Reading, Session 4	30 minutes
<input type="checkbox"/> DAY 3: Mathematics, Session 1	25 minutes
Break	10 minutes
Mathematics, Session 2	30 minutes
<input type="checkbox"/> DAY 4: Mathematics, Session 3	30 minutes
Break	10 minutes
Mathematics, Session 4, Part A	10 minutes
Break	10 minutes
Mathematics, Session 4, Part B	10 minutes
<input type="checkbox"/> DAY 5: Science, Session 1	40 minutes
Break	10 minutes
Science, Session 2	10 minutes
<input type="checkbox"/> Fill in the Student Assessment Report (back cover of Book 1)	
Book 2	
<input type="checkbox"/> DAY 6: Language Arts	30 minutes
Break	10 minutes
Writing	30 minutes
<input type="checkbox"/> DAY 7: Social Studies	40 minutes

Possible Testing Schedule 1

Grade 5

DAY/CONTENT AREA/SESSION	TESTING TIME
<input type="checkbox"/> Fill in the Student Information Page (unless labels are used)	
<input type="checkbox"/> DAY 1: Reading, Session 1	40 minutes
<input type="checkbox"/> DAY 2: Reading, Session 2	40 minutes
<input type="checkbox"/> DAY 3: Reading, Session 3	40 minutes
<input type="checkbox"/> DAY 4: Reading, Session 4	30 minutes
<input type="checkbox"/> DAY 5: Mathematics, Session 1	25 minutes
<input type="checkbox"/> DAY 6: Mathematics, Session 2	35 minutes
<input type="checkbox"/> DAY 7: Mathematics, Session 3	30 minutes
<input type="checkbox"/> DAY 8: Mathematics, Session 4, Part A	10 minutes
<i>Break</i>	10 minutes
Mathematics, Session 4, Part B	10 minutes
<input type="checkbox"/> Fill in the Student Assessment Report (back cover of the test book)	

Possible Testing Schedule 2

Grade 5

DAY/CONTENT AREA/SESSION	TESTING TIME
<input type="checkbox"/> Fill in the Student information Page (unless labels are used)	
<input type="checkbox"/> DAY 1: Reading, Session 1	40 minutes
Break	10 minutes
Reading, Session 2	40 minutes
<input type="checkbox"/> DAY 2: Reading, Session 3	40 minutes
Break	10 minutes
Reading, Session 4	30 minutes
<input type="checkbox"/> DAY 3: Mathematics, Session 1	25 minutes
Break	10 minutes
Mathematics, Session 2	35 minutes
<input type="checkbox"/> DAY 4: Mathematics, Session 3	30 minutes
Break	10 minutes
Mathematics, Session 4, Part A	10 minutes
Break	10 minutes
Mathematics, Session 4, Part B	10 minutes
<input type="checkbox"/> Fill in the Student Assessment Report (back cover of the test book)	

Possible Testing Schedule 1

Grades 6, 7, and 8

DAY/CONTENT AREA/SESSION		TESTING TIME
<input type="checkbox"/>	Fill in the Student Information Page (unless labels are used)	
Book 1 (at Grade 8)		
<input type="checkbox"/>	DAY 1: Reading, Session 1	40 minutes
<input type="checkbox"/>	DAY 2: Reading, Session 2	40 minutes
<input type="checkbox"/>	DAY 3: Reading, Session 3	40 minutes
<input type="checkbox"/>	DAY 4: Reading, Session 4	30 minutes
<input type="checkbox"/>	DAY 5: Mathematics, Session 1	30 minutes
<input type="checkbox"/>	DAY 6: Mathematics, Session 2	25 minutes
<input type="checkbox"/>	DAY 7: Mathematics, Session 3	25 minutes
<input type="checkbox"/>	DAY 8: Mathematics, Session 4	25 minutes
<input type="checkbox"/>	DAY 9: Mathematics, Session 5, Part A	10 minutes
	<i>Break</i>	10 minutes
	Mathematics, Session 5, Part B	10 minutes
GRADE 8 ONLY	<input type="checkbox"/> DAY 10: Science, Session 1	40 minutes
	<i>Break</i>	10 minutes
	Science, Session 2	10 minutes
	<input type="checkbox"/> Fill in the Student Assessment Report (back cover of the test book, Book 1 in Grade 8)	
	Book 2 (at Grade 8)	
	<input type="checkbox"/> DAY 11: Language Arts	30 minutes
	<input type="checkbox"/> DAY 12: Writing	30 minutes
	<input type="checkbox"/> DAY 13: Social Studies	40 minutes

At Grades 6 and 7, there is one test book (four forms); at Grade 8, there are two test books (Book 1 with four forms and Book 2 with one form).

Possible Testing Schedule 2

Grades 6, 7, and 8

DAY/CONTENT AREA/SESSION		TESTING TIME
<input type="checkbox"/> Fill in the Student Information Page (unless labels are used)		
Book 1		
<input type="checkbox"/> DAY 1: Reading, Session 1		40 minutes
Break		10 minutes
Reading, Session 2		40 minutes
<input type="checkbox"/> DAY 2: Reading, Session 3		40 minutes
Break		10 minutes
Reading, Session 4		30 minutes
<input type="checkbox"/> DAY 3: Mathematics, Session 1		30 minutes
Break		10 minutes
Mathematics, Session 2		25 minutes
<input type="checkbox"/> DAY 4: Mathematics, Session 3		25 minutes
Break		10 minutes
Mathematics, Session 4		25 minutes
Break		10 minutes
Mathematics, Session 5, Part A		10 minutes
Break		10 minutes
Mathematics, Session 5, Part B		10 minutes
GRADE 8 ONLY {	<input type="checkbox"/> DAY 5: Science	40 minutes
	Break	10 minutes
	Science, Session 2	10 minutes
	<input type="checkbox"/> Fill in the Student Assessment Report (back cover of the test book, Book 1 in Grade 8)	
	Book 2	
	<input type="checkbox"/> DAY 6: Language Arts	30 minutes
	Break	10 minutes
	Writing	30 minutes
	<input type="checkbox"/> DAY 7: Social Studies	40 minutes

At Grades 6 and 7, there is one test book (four forms); at Grade 8, there are two test books (Book 1 with four forms and Book 2 with one form).

Possible Testing Schedule 1

Grade 10

DAY/CONTENT AREA/SESSION	TESTING TIME
<input type="checkbox"/> Fill in the Student Information Page (unless labels are used)	
Book 1	
<input type="checkbox"/> DAY 1: Reading, Session 1	35 minutes
<input type="checkbox"/> DAY 2: Reading, Session 2	35 minutes
<input type="checkbox"/> DAY 3: Reading, Session 3	40 minutes
<input type="checkbox"/> DAY 4: Mathematics, Session 1	15 minutes
<input type="checkbox"/> DAY 5: Mathematics, Session 2	25 minutes
<input type="checkbox"/> DAY 6: Mathematics, Session 3	25 minutes
<input type="checkbox"/> DAY 7: Mathematics, Session 4	25 minutes
<input type="checkbox"/> DAY 8: Science, Session 1	35 minutes
<input type="checkbox"/> DAY 9: Science, Session 2	25 minutes
<input type="checkbox"/> Fill in the Student Assessment Report (back cover of the test book, Book 1)	
Book 2	
<input type="checkbox"/> DAY 10: Language Arts	30 minutes
<input type="checkbox"/> DAY 11: Writing	30 minutes
<input type="checkbox"/> DAY 12: Social Studies, Session 1	25 minutes
<input type="checkbox"/> DAY 13: Social Studies, Session 2	25 minutes

Possible Testing Schedule 2

Grade 10

DAY/CONTENT AREA/SESSION	TESTING TIME
<input type="checkbox"/> Fill in the Student Information Page (unless labels are used)	
Book 1	
<input type="checkbox"/> DAY 1: Reading, Session 1	35 minutes
Break	10 minutes
Reading, Session 2	35 minutes
<input type="checkbox"/> DAY 2: Reading, Session 3	40 minutes
<input type="checkbox"/> DAY 3: Mathematics, Session 1	15 minutes
Break	10 minutes
Mathematics, Session 2	25 minutes
<input type="checkbox"/> DAY 4: Mathematics, Session 3	25 minutes
Break	10 minutes
Mathematics, Session 4	25 minutes
<input type="checkbox"/> DAY 5: Science, Session 1	35 minutes
Break	10 minutes
Science, Session 2	25 minutes
<input type="checkbox"/> Fill in the Student Assessment Report (back cover of the test book, Book 1)	
Book 2	
<input type="checkbox"/> DAY 6: Language Arts	30 minutes
Break	10 minutes
Writing	30 minutes
<input type="checkbox"/> DAY 7: Social Studies, Session 1	25 minutes
Break	10 minutes
Social Studies, Session 2	25 minutes

Before Testing

Before testing begins, the SAC should ensure that the following are completed.

- Each student's pre-ID labels, if available, are applied to the test book. If the information is not accurate, the labels are still to be used and corrections should be made to WSLs and ISES. If there are no labels for a particular student, please complete the Student Information Page (on the inside front cover of the test book). (Refer to the *Directions for Test Administration* for instructions on how to complete this page.)
- Each student's pre-ID labels, if available, are affixed to the front and back covers of the test book. (See page 46 of this guide for an example of proper placement of the labels.)
- The testing area is void of any extraneous materials that may give away answers to test questions.
- Every student has his/her own test book and a **No. 2 pencil** with eraser. Students may **not** use pens. Information or answers in pen will not scan and will not be reported.
- Every student has punch-out tools, scratch paper, and a handheld calculator (if calculators are being used) for the Mathematics test.

During Testing

During the administration of the test, the SAC should do the following:

- Monitor testing sessions and inform the DAC of daily progress.
- Check with teachers prior to testing each day to make sure they are fully prepared.
- Oversee, coordinate, and ensure test security.
- Make sure students are supervised during testing sessions.
- Facilitate the scheduling of makeup sessions to give every student the opportunity to participate in testing.

After Testing

The best way to prepare the test books for scoring is to follow these steps and use the Checklist for School Assessment Coordinators on pages 43 and 44 of this guide.

- 1 Collect all test materials.
- 2 Sort the test materials for each grade into two groups. Place used test materials in the first group and unused test materials in the second group.
- 3 Do not return any of the following materials to CTB:
 - manipulatives
 - administration manuals
 - scratch paper
 - Braille/Large Print test books (Student responses must be transcribed into a regular test book.)
- 4 Inventory the materials. Your count should match the original inventory. Make note of any discrepancies and report them to the DAC.
- 5 Review the test books to make sure that all information has been provided and all appropriate information has been filled in on the Student Assessment Report (back cover of the test book), including a record of the individual student performance on the WSAS Alternate Assessments. **For grades 4, 8, and 10, the SAR will be completed on Book 1 only.**
- 6 Make sure **all** students are accounted for. Even if a student in grade 3, 4, 5, 6, 7, 8, or 10 does not participate in any of the WKCE-CRT assessments and/or Alternate Assessments, it will still be necessary to return a test book for that student. (Please remember that these students count as “not tested” for determining AYP.) Be sure to attach student pre-ID labels, or fill in the Student Information Page completely and accurately, for each student. Also verify that the Student Assessment Report (located on the back cover of the test book) has been filled in completely and accurately.

Note: According to federal and state laws, students who do not participate in a WKCE-CRT assessment (reading, writing, and language arts, mathematics, science, and social studies) because of a disability or limited English proficiency must be assessed using WSAS Alternate Assessments—Pre-Requisite English or Alternate Assessment—Pre-Requisite Skill. See *DPI Guidelines to Facilitate the Participation of Students with Special Needs in State Assessments* (Section 6 of this guide; also available online at <http://dpi.wi.gov/oea/specneed.html>).

- 7 Student responses from all Braille and Large Print test books must be transcribed verbatim into a regular WKCE-CRT test book. Please refer to pages 8 and 9 of this guide for full instructions on transcribing Braille and Large Print test books.

- 8 The district of residence is accountable for the academic progress of Students with Disabilities who are sent to another district via an IEP. The test books of the Students with Disabilities educated outside of their home district must have **either**

- a student label with the correct district-of-residence number (check district ISES data to confirm) or
- the correct district-of-residence number bubbled in on the inside front cover (the Student Information Page).

To identify a SwD OOD test book, check the Student Information Page (inside front cover). On this page, under “For Special Status ‘D’ Students Residing OOD Only” (lower right), the bubble next to “NO” should be bubbled in. If the bubble next to “NO” is bubbled in, please make sure that the number for the District of Residence is also bubbled in.

- 9 Make sure all test books are free of bent corners, folds, clips, punch-out tools, and staples.
- 10 Assemble and organize materials according to the checklists provided, and deliver them to your DAC the next school day but no later than November 27, 2006.
- 11 Make sure that all data required on the School Header Sheet(s) and School/Group List are complete and correct and that the school principal or designee has signed the School Header Sheet(s). Make two photocopies (one for your school and one for the DAC). The originals must be returned to CTB/McGraw-Hill.
- 12 Keep the unused test materials in locked storage until the scorable test materials are ready for return. Then deliver all scorable and unused test materials to the DAC.
- 13 Make sure that a student pre-ID label has been affixed to each student’s test book or that the Student Information Page is filled out completely and accurately. Also make sure that the Student Assessment Report (located on the back cover of the test book) has been filled out completely and accurately. Check test books to verify that student pre-ID labels have been placed on the front and back covers or that the Student Information Pages have been completed.
- 14 Make sure that all invalidated tests are marked clearly. Refer to the *Directions for Test Administration* for further explanation.
- 15 Make sure that the test materials are legible and free of extraneous marks and that all data (including answers, student information, Student Assessment Reports) are recorded in No. 2 pencil.

Returning Materials to the DAC

Materials

The following materials will be needed to package and return the test books for scoring:

- ☐ Original School Header Sheet(s) (CTB/McGraw-Hill will not accept photocopies.)
- ☐ Original School/Group List
- ☐ Stack Cards for scorable test books
- ☐ Paper tape for binding stacks
- ☐ Return-shipping labels
- ☐ Marking pens
- ☐ Shipping boxes (saved from original receipt of materials)

Preparing the Paperwork

It is important that all paperwork be complete and accurate when test materials are received at CTB.

School Header Sheet

A sample of the School Header Sheet and the accompanying directions can be found on pages 50 and 51 of this guide. Refer to the Test Coordinator's Kit (TCK) for full instructions on the proper use and completion of the School Header Sheet.

School/Group List

A sample of the School/Group List and the accompanying directions can be found on pages 52 and 53 of this guide. Refer to the TCK for full instructions on the proper use and completion of the School/Group List.

Note: SACs are encouraged to make two sets of photocopies of the School Header Sheet(s) and School/Group List to maintain a record of test materials returned to CTB/McGraw-Hill. **Original School Header Sheet(s) and School/Group Lists must be returned to CTB, as CTB can only process originals.** One set of copies of these documents should be retained by the school. The second set should be stapled together and placed under the original School/Group List in the top of the first box of your shipment. These stapled copies should be retained by the DAC.

Packaging the Student Documents

The SAC is responsible for packaging test materials before delivery to the DAC. The DAC will then gather and ship all test materials to CTB/McGraw-Hill for scoring.

Test books must be sorted and packaged separately by grade beneath the Stack Cards provided by CTB. Before you begin packaging, make sure you have enough Stack Cards and shipping labels to return the test books.

Refer to the following steps when packaging test materials for return to the DAC office. Carefully adhering to these directions will help ensure that the test results will be accurate and returned on time.

STEP 1—Checking Test Books

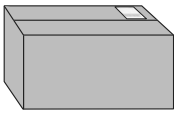
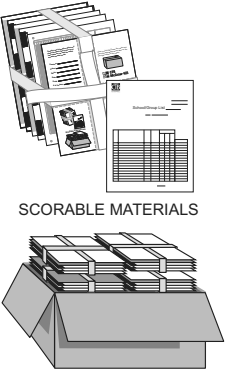
Note: Make sure that no punch-out tools have been left in the test books, as they will damage the scoring machine.

- ☐ Work with test books one grade at a time.
- ☐ Verify that the steps shown on pages 36 and 37 have been completed.
- ☐ Remember, a test book must be returned for **each enrolled student, whether or not each was tested.**
- ☐ All unused test books are to be returned in the last box(es) of your shipment.
- ☐ Place the test books in stacks small enough to be banded by the paper tape provided by CTB.

STEP 2—Completing Information on Stack Cards

- ☐ Complete the top left part of the Stack Card that you will place on top of each stack of **test books to be scored** for this grade. Each Stack Card must have the following information filled in completely:
 - Examiner
 - School
 - District
 - State
 - Grade
 - # of Students
 - # of Books (Grades 4, 8, and 10 have two books, so the number of books should be twice the student count.)
 - Bundle/Stack (e.g., 1 of 3)
- ☐ Place a completed Stack Card on top of each stack of used test books.
- ☐ Band the Stack Card and test books as shown. (Leave the first stack unbanded until the School Header Sheet is completed.)

Sample Stack Card (for Test Books To Be Scored)

<p>Complete the information below, and place this Stack Card on the top of each stack as you bind the used test books. The School Header Sheet goes beneath the first Stack Card.</p> <p>Examiner: _____</p> <p>School: _____</p> <p>District: _____ State: _____</p> <p>Grade: _____</p> <p># of Students: _____</p> <p># of Books: _____</p> <p>Bundle/Stack: _____ of _____</p>	<p>Place a pink USED return label on the top right corner of the carton.</p>  <p>McGraw-Hill CTB McGraw-Hill</p>
 <p>SCORABLE MATERIALS</p>	
<p>W106-SC</p>	

STEP 3—Checking School Header Sheets

Note: Repeat steps 1–3 for the test books in each grade.

A School Header Sheet must be completed for **each grade in the school**.

- ☐ The School Header Sheet should be inserted beneath the first Stack Card.
- ☐ Band together the Stack Card, School Header Sheet, and the first stack of test books with the paper tape provided by CTB.

STEP 4—Packaging the Boxes

Place the stacks of test books in the original shipping boxes. The order, from top to bottom, for packaging the test books in the boxes is as follows: grade 3, 4, 5, 6, 7, 8, and 10.

If there is more than one stack for each grade, make sure that the stacks are placed in the box(es) consecutively. Make sure that the School Header Sheet has been inserted under the first Stack Card for each grade.

Unused test books are to be boxed separately. Stack Cards are not necessary.

STEP 5—Labeling Boxes

Remove any previous markings and labels from the boxes. Print the name of the school on one side of the box. If the box is not completely full, fill the empty space with crumpled paper. **Do not use plastic or foam packaging “peanuts.”**

Place a return-shipping label at the top right corner of each box. Be sure to use the appropriate label (TO BE SCORED or NOT TO BE SCORED) for each box. Leave the boxes unsealed for delivery to the DAC. The DAC will check the packaging and seal the boxes before shipping them to CTB.

Refer to the TCK for full instructions on the proper use of return-shipping labels—for test books to be scored and test books not to be scored.

S	WKCE-CRT FALL 2006 TO BE SCORED	WI
From:	DIST: APPLETON	DIST: 0147
To: CTB/McGraw-Hill	Site: 1	Ph: (800) 282-2203
DIST: BOX _____ OF _____	SCHOOL BOX _____ OF _____	
CTB USE ONLY - DO NOT COVER THIS LABEL		
		
11P-MD12182001-0147-0030-0001		

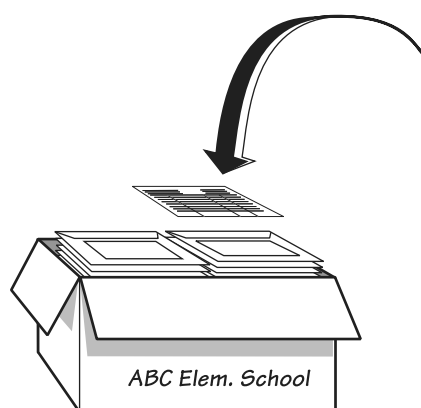
U	WKCE-CRT FALL 2006 NOT TO BE SCORED	WI
From:	DIST: APPLETON	DIST: 0147
To: CTB/McGraw-Hill	Site: 1	Ph: (800) 282-2203
DIST: BOX _____ OF _____	SCHOOL BOX _____ OF _____	
CTB USE ONLY - DO NOT COVER THIS LABEL		
		
11W-MD12182001-0147-0030-0001		


STEP 6—Completing the School/Group List

Complete only one School/Group List for your school, regardless of the number of grades tested. (See pages 52 and 53 of this guide.)

Place the completed School/Group List on top of the stacks in the first box of your school shipment. Place the stapled copies of the School Header Sheet(s) and School/Group List under the original School/Group List. (These copies are for the DAC.) Close the boxes, but **do not seal them.**

Refer to the TCK for full instructions on the proper use and completion of the School/Group List.





**Michigan
Assessment
Services**

Knowledge and Concepts Examinations

School/Group List

District Name: _____

School Name: _____

Contact Person: _____

District Number: _____

School Number: _____

Phone Number: _____

General Instructions: Do Not Fill MORE than ONE SCHOOL ON THIS FORM.

The information you provide on this form will be used by CTE/CareNet® to copy corresponding information on the School Master Sheet and entering that data into the School Master Sheet located for your school/district.

- Enter Principal (or designated) name. This name must match the name on the School Master Sheet.
- Enter the principal/teacher for your school.
- Enter the number of test books being used for each grade. *Do not include used for student material or other of the following based on the School Master Sheet.*
 - Book 1 (If your school has students with disabilities who receive instruction in your school but reside in another district - 0333-0334)
 - Book 2 (If you reported student test books in this category, previously, all students must be accounted for. Therefore, if a student was not one of the 0333-0334, it is likely that you are an A-J school or the student information you completed was not for a school or that district.)
- Enter dates and student numbers for each **0333-0334** **0333-0334** **0333-0334** for further assistance in completing the School Master Sheet.

C	1	2	3	FOR CTE USE ONLY
	Principal or Designated Name	Grade Teach of	Number of Test Books Endused	
	Enter the school/district test book date or the name of the School Master Sheet.		Enter the number of test books used for each grade.	<div style="display: flex; justify-content: space-between;"> <div> <p>0333-0334</p> <p>0333-0334</p> <p>0333-0334</p> </div> <div> <p>0333-0334</p> <p>0333-0334</p> <p>0333-0334</p> </div> </div>
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STEP 7—Returning Materials to the DAC

Return the boxes containing your school's test materials to your DAC. Boxes should **not** be sealed until your DAC has checked the packaging.

WKCE-CRT test materials to be scored by CTB/McGraw-Hill and used to report individual student performance on WSAS Alternate Assessments must be returned to your DAC within one day of completion of testing, or by November 27, 2006, whichever is earlier.

***Special Instructions
for Schools Receiving
Materials Directly from
CTB/McGraw-Hill and
Returning Materials
Directly to CTB for Scoring
and Reporting***

Applies to schools in these districts:

Elmbrook
Green Bay
Milwaukee

- Test materials shipped directly to SACs will be the same as those for DACs, listed on page 13 of this guide, except for Braille and Large Print test books.
- SACs complete an inventory of test materials and report shortages to CTB at (800) 282-2203 no later than October 20, 2006.
- Distribute the *Student/Parent Pre-Test Information* brochure to all students in grades 3 through 8 and 10.
- Please review Appendix A of this document.
- Make sure you have accounted for **all** students in your school. If a student in grade 3, 4, 5, 6, 7, 8 or 10 does not participate in any one of the WKCE-CRT assessments, or WSAS Supplemental Assessments or Alternate Assessments, it will still be necessary to return a test book for that student.
- Did you receive a School Header Sheet for each grade of test materials? Unsigned or incomplete School Header Sheets will not be accepted by CTB and may delay results for your entire district.
- Verify that the number of students shown on the Stack Cards for each grade totals the number of students enrolled at that grade as shown on the School Header Sheet for that grade.
- Verify that the School/Group List has been completed and that it has been placed on top of the stacks in the first box. Be sure that a copy of the School/Group List and copies of the School Header Sheet(s) for each grade are sent directly to your DAC rather than returned to CTB. Seal all of the boxes with strong sealing tape.
- Place a return-shipping label at the top right corner of each box. Be sure to use the appropriate label (TO BE SCORED or NOT TO BE SCORED). Full instructions for the labels will be included in the TCK.
- Use CTB's online process to arrange for pickup of the test materials for scoring (<http://programs.ctb.com/WKCE>). You must contact CTB no later than the third school day after testing (including makeups) is completed in your school or by December 4, 2006, whichever is earlier. If no online access is available, call CTB's Wisconsin Help Desk at (800) 282-2203. The deadline for CTB to pick up used and unused test books is no later than December 6, 2006.
- **Late return of test materials by any school will jeopardize delivery of score reports. The Department of Public Instruction and CTB will monitor compliance.**

Checklist for School Assessment Coordinators

Note: The deadline for delivering test materials to your DAC is within one day of completion of testing or by November 27, 2006, whichever is earlier.

- ☐ **Sort test materials:**
 1. Used test books to be returned to CTB for scoring WKCE-CRT and reporting individual student performance on WSAS Alternate Assessments
 2. Unused test books

1. USED TEST BOOKS TO BE RETURNED TO CTB FOR SCORING

- ☐ Remove any manipulatives from test books.
- ☐ Make sure you have accounted for all students in your school. If a student in grade 3, 4, 5, 6, 7, 8, or 10 does not participate in any one of the WKCE-CRT assessments or WSAS Alternate Assessments, it will still be necessary to return a test book for that student. Make sure that a student pre-ID label has been affixed to each student's test book or that the Student Information Page (located on the inside front cover of the test book) is filled in completely and accurately. Also make sure that the Student Assessment Report (located on the back cover of each test book, and only Book 1 for Grades 4, 8, and 10) has been filled in completely and accurately.

Note: The student pre-ID label overrides any information bubbled in on the Student Information Page (with the exception of the "optional field" information). Use the label even if the student information is not correct. Incorrect student label information will be corrected later in the scoring process.

- ☐ Work with test books one grade at a time.
- ☐ Place the test books in stacks small enough to be banded by the paper tape provided by CTB.

Test Book Stack Cards

- ☐ Complete the information on enough Stack Cards to cover each stack of test books.
- ☐ Place a Stack Card on top of each stack of test books, and bind with the paper tape. (Leave the first stack unbanded until the School Header Sheet has been completed.)
- ☐ Count the total number of used test book stacks. Transfer this information onto each Stack Card on the "Bundle/Stack ___ of ___" line. (For example, the first Stack Card would say "1 of 3," the second Stack Card would say "2 of 3," etc.)

School Header Sheet

- ☐ Complete the additional information required on the School Header Sheet for each grade.

Note: Each School Header Sheet comes preprinted with the school name, number, and lowest grade. Complete the missing information on one of the sheets. The second sheet is extra and should be used only when necessary.

- ☐ Have the principal (or designee) sign and date the School Header Sheet for each grade. Make two photocopies. Keep a photocopy and place the second copy in the top of the first box of your shipment.
- ☐ Place the original completed School Header Sheet for each grade beneath the first Stack Card for that grade, on top of the test books in the first stack. Bind the first Stack Card, School Header Sheet, and test books.

- ☐ Enter the information from a copy of the School Header Sheet for this grade into the School/Group List. Verify that the number of test books for the grade matches the number of students enrolled.
- ☐ Staple a copy of the School Header Sheet for each grade with a copy of the School/Group List. Place them at the top of the first box of your shipment under the original School/Group List. (These copies are for your DAC's use.)

REPEAT THE ABOVE STEPS FOR USED TEST BOOKS FOR EACH GRADE IN THE SCHOOL.

Packaging the Boxes

- ☐ Place the used test books bound with the Stack Cards into shipping boxes. The order, from top to bottom, for packaging the boxes is as follows: **grade 3, 4, 5, 6, 7, 8, and then 10.**

Note: If there is more than one stack for a particular grade in a school, make sure that the stacks are placed in the box consecutively, with Stack Card #1 as the **top Stack Card**.

- ☐ Make sure that Stack Card #1 (bound with the School Header Sheet and the test books) is the top Stack Card for each grade.
- ☐ Stack the unused test books.
- ☐ **Unused** test books should be placed in separate box(es) from the used test books.

DO NOT SEAL THE BOXES.

- ☐ Remove any previous markings and labels from the shipping boxes.
- ☐ Print the name of the school on one side of each box.

School/Group List

- ☐ Complete the School/Group List. (Only one form is needed for your school, regardless of the number of grades tested.)
- ☐ Make two photocopies of the School/Group List. Retain one copy for your school.
- ☐ Staple together the copy of the School/Group List and the copies of the School Header Sheets for each grade.
- ☐ Place the completed original School/Group List in the first box on top of the stacks. Stapled copies of the School Header Sheets for each grade and the School/Group List should be placed under the original School/Group List in the first box.

Return-Shipping Labels

Full directions for using the return-shipping labels will be included in the TCK.

- ☐ Apply a shipping label to the top right corner of each box. Be sure to use the labels marked TO BE SCORED on these boxes of scorable materials. Apply the labels in the same order in which the materials were packaged.
- ☐ Deliver the boxes to your DAC within one day of testing, or by November 27, 2006, at the latest.

2. UNUSED TEST BOOKS

- ☐ All unused test books must be returned to CTB using the labels marked NOT TO BE SCORED.
- ☐ Any used books that are packaged with the unused books will not be scanned and scored.

Data Collection and Reporting Forms

Purpose

Accurate and efficient collection of student data is essential for the production of correct reports. These data are needed to make sure that individual student scores and school and district aggregate and disaggregate scores are reported accurately and meet the accountability provisions under state and federal laws.

Pre-ID barcode labels containing student demographics will be provided to all Wisconsin public school districts. Data contained on these labels will come from the Wisconsin Student Locator System (WSLS) and Individual Student Enrollment System (ISES) databases maintained at the Department of Public Instruction (DPI). See your district WSLS/ISES administrator to make sure that district updates have been made to these databases.

Other forms required for data collection for the WKCE-CRT include the following:

- Student Information Page (used **only** if the pre-ID barcode labels are not available)
- School Header Sheet
- School/Group List

Electronic Student Data

An electronic student data file based on WSLS and ISES will be sent by DPI to CTB. Electronically collecting student demographic information allows CTB/McGraw-Hill to provide your district with pre-ID labels for your students. This eliminates the need for hand-coding student data at the time of testing. The student pre-ID labels must be affixed to the front and back covers of the students' test books, as shown on the next page.

Student Information Page (inside front cover of the WKCE-CRT test book)

If pre-ID labels are not available for a student, then the Student Information Page (inside front cover of test book) must be completed for that student. All data on this page must be accurate. A sample of the Student Information Page is shown later in this section. Instructions for completing the page are given in the *Directions for Test Administration*.

Student Assessment Report (back cover of the WKCE-CRT test book)

The Student Assessment Report, on the back cover of the test book (Book 1 only at Grades 4, 8, and 10), must be completed for all students who do not have a student pre-ID label or who participated in an Alternate Assessment (WAA) or who used a testing accommodation. Be sure to use a No. 2 pencil when filling out the Student Assessment Report. Before beginning, verify that the student or school/district staff has placed a pre-ID barcode label or printed the student's name in the space provided on the back cover of the test book.

For protocols and rubrics to be used for Alternate Assessments, refer to the following Web sites:

ELL Alternate Assessment:
<http://dpi.wi.gov/oea/ells.html>

SwD Alternate Assessment:
<http://dpi.wi.gov/sped/assmt-waa.html>

School Header Sheet

The information provided on the School Header Sheet is used to produce reports about your school and district. A separate School Header Sheet must be completed for each grade tested in each school. All information entered must be complete and correct. The information you enter on this School Header Sheet will be reflected in the aggregated and disaggregated scores for your school and district.

Refer to the TCK for full instructions on the proper use and completion of the School Header Sheet.

School/Group List

The information you provide on the School/Group List is used by CTB/McGraw-Hill for program operation and for cross-referencing information on the School Header Sheets and the number of student test books included in each shipment.

Note: DACs are encouraged to maintain a record of test materials returned to CTB/McGraw-Hill. If the SAC did not include photocopies of the School/Group List and the School Header Sheets, the DAC should make copies when packaging materials. **Originals must be returned to CTB.**

Refer to the TCK for full instructions on the proper use and completion of the School/Group List.

Student Pre-ID Labels

Place student pre-ID label here.

ELP STATUS = English Language Proficiency Level (See Attachment B for explanation.)

<p>STEWART, MARY K</p> <p>LOCAL STUDENT ID: 1234567890</p> <p>SCHOOL : ADAMS FRIEND 0130</p> <p>DISTRICT : ADAMS FRIEND 0014</p> <p>GRADE : 04</p> <p>GENDER : F</p> <p>BIRTH DATE : 10/04/97</p> <p>ELP STATUS : 7</p> <p>DISABILITY : Y</p> <p>2006-2007 BARCODE ID: 12345678</p>		<p>STEWART, MARY K</p> <p>ADAMS FRIEND 0130</p> <p>ADAMS FRIEND 0014</p> <p>GRADE: 04</p> <p>12345678</p>		<p>STEWART, MARY K</p> <p>ADAMS FRIEND 0130</p> <p>ADAMS FRIEND 0014</p> <p>GRADE: 04</p> <p>12345678</p>
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Refer to the TCK for full instructions on the proper use of the student pre-ID labels.

Sample of Student Information Page

(Please use a No. 2 pencil to complete this page.)

[illegible]

The data on this form are required for all students enrolled, including students tested and students not tested. This information will be used to produce summary reports about your school.

Instructions for Completing the Student Assessment Report

Fill In the Student Assessment Report (back cover)

The Student Assessment Report on the back cover of the test book must be completed for all students who do not have a student pre-ID label or who participated in an Alternate Assessment (WAA) or who used a testing accommodation. For grades 4, 8, and 10, there are two test books. The SAR to be completed is on the back of Book 1. Before beginning, make sure that the student name has been printed on the back cover of the test book (a student pre-ID label may also be used). Use only a No. 2 pencil when completing the Student Assessment Report. For information related to the descriptions of Wisconsin Alternate Assessments for Students with Disabilities (WAA-SwD) and English Language Learners (WAA-ELL), see <http://dpi.wi.gov/oea/wsasalt.html>.

The following information is to be provided by school or district personnel with access to the relevant student records after completion of testing:

1 Section 1: English Language Proficiency

In section 1, fill in the circle that indicates the student's English Language Proficiency (ELP) status code **only if there is not a student pre-ID label affixed to the front cover of the test book**. If there is a student pre-ID label affixed to the front cover, leave section 1 blank. A DPI-approved assessment instrument—ACCESS for ELLs™ as of the 2005–2006 academic year—must be used to determine the appropriate code (1–5) if the student is categorized as an English Language Learner (ELL). Code 6 is “Formerly ELL/Now Fully English Proficient.” Code 7 is “Never ELL/Fully English Proficient.” Code 7 will be assumed if this section is left blank and there is no label. Access the Web site <http://dpi.wi.gov/oea/ells.html> (or see Attachment B) for descriptions of the English Language Proficiency Levels.

2 Section 2: WSAS Alternate Assessments—Pre-Requisite English

In section 2, fill in the appropriate circle or circles **only if the student is an ELL student who participated in WSAS Alternate Assessments**. If an ELL student has an English Language Proficiency (ELP) status code of 1 or 2, that student **may** participate in WSAS Alternate Assessments in lieu of WKCE-CRT; fill in the appropriate circle under each of the subject areas listed. If an ELL student has an English Language Proficiency status code of 3, 4, or 5, that student **must** participate in **all** regular assessments (WKCE-CRT with appropriate accommodations), but **may also** participate in Alternate Assessments in the same subject areas; fill in the appropriate circle only for those subject areas assessed through Alternate Assessment.

3 Section 3: WSAS Alternate Assessments—Pre-Requisite Skill (WAA-SwD)

In section 3, fill in the appropriate circle or circles **only if the student is a student with a disability who is not expected to take one or more regular assessments based on the student's IEP, and the student participated in WSAS Alternate Assessments**

for Students with Disabilities (WAA-SwD). If a student with a disability took the WKCE-CRT in a subject area, leave the circles under that subject area blank.

4 Section 4: WKCE-CRT Assessment Accommodations for ELL and SwD Students

Complete section 4 for each subject area test for English Language Learners (ELL) and Students with Disabilities (SwD) who participated in the WKCE-CRT with one or more allowable accommodations. Fill in all that apply by subject area.

Sample of Student Assessment Report

Student Assessment Report																																				
<p>Place a student label with a barcode here, or write student's name on the line below.</p>	<p><i>This page is to be completed after WKCE-CRT testing.</i> WSAS at grades 3–8 and 10 includes both regular assessments and alternate assessments, WSAS Alternate Assessments—Pre-Requisite English (WAA-ELL) and WSAS Alternate Assessments—Pre-Requisite Skill (WAA-SwD). Record Alternate Assessment results for this student, as appropriate, on this page by filling in the appropriate circles. Summary reports about your school will be based on WKCE-CRT scores and the results recorded below.</p>																																			
1	<p style="text-align: center;">English Language Proficiency</p> <p><small>Directions: Complete Section 1 for all students without Pre-ID labels or for whom the Pre-ID label was discarded. Record the English Language Proficiency (ELP) status code for the student by filling in the appropriate circle. Code 7 will be assumed if this section is left blank.</small></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="5" style="text-align: center;">Limited English Proficient</th> <th colspan="2" style="text-align: center;">English Proficient</th> </tr> <tr> <td style="text-align: center;">1 ○</td> <td style="text-align: center;">2 ○</td> <td style="text-align: center;">3 ○</td> <td style="text-align: center;">4 ○</td> <td style="text-align: center;">5 ○</td> <td style="text-align: center;">6 ○</td> <td style="text-align: center;">7 ○</td> </tr> </table>	Limited English Proficient					English Proficient		1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○																					
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2	<p style="text-align: center;">WSAS Alternate Assessments—Pre-Requisite English (WAA-ELL)</p> <p><small>Directions: Complete Section 2 for all students who participated in WSAS Alternate Assessments—Pre-Requisite English. English Language Learner (ELL) students who have an English Language Proficiency (ELP) status code of 1 or 2 may take WAA-ELL in lieu of WKCE-CRT. WAA-ELL proficiency levels in all content areas may be based on assessments given in a language other than English. Fill in one circle under each subject.</small></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left;">Subject:</th> <th style="text-align: center;">Reading</th> <th style="text-align: center;">Math</th> <th style="text-align: center;">Science</th> <th style="text-align: center;">Language Arts</th> <th style="text-align: center;">Writing</th> <th style="text-align: center;">Social Studies</th> </tr> <tr> <td>Minimal</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> </tr> <tr> <td>Basic</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> </tr> <tr> <td>Proficient</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> </tr> <tr> <td>Advanced</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> <td style="text-align: center;">○</td> </tr> </table>	Subject:	Reading	Math	Science	Language Arts	Writing	Social Studies	Minimal	○	○	○	○	○	○	Basic	○	○	○	○	○	○	Proficient	○	○	○	○	○	○	Advanced	○	○	○	○	○	○
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Sample of School Header Sheet

School Header Sheet: Knowledge and Concepts Examinations



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CERTIFICATION OF ADMINISTRATION

By signing below, I certify that:

- the information on this form is complete and correct.
- all efforts were made to administer this test to all eligible students.
- all testing procedures, including test security procedures, were followed, according to the *Guide for District Assessment Coordinators and School Assessment Coordinators*.

Principal's or Designee's

Signature: _____

Date: _____ Test Dates: _____

Telephone: _____

Note: See #4 and #5 under DIRECTIONS on the reverse side of this form to properly complete **Total Students Enrolled** and **Book Count**.

Tested Grade (mark only one)	
Grade	(3)
Grade	(4)
Grade	(5)
Grade	(6)
Grade	(7)
Grade	(8)
Grade	(10)

Total Students Enrolled		
(0)	(0)	(0)
(1)	(1)	(1)
(2)	(2)	(2)
(3)	(3)	(3)
(4)	(4)	(4)
(5)	(5)	(5)
(6)	(6)	(6)
(7)	(7)	(7)
(8)	(8)	(8)
(9)	(9)	(9)

Book Count			
U	V	W	X
(0)	(0)	(0)	(0)
(1)	(1)	(1)	(1)
(2)	(2)	(2)	(2)
(3)	(3)	(3)	(3)
(4)	(4)	(4)	(4)
(5)	(5)	(5)	(5)
(6)	(6)	(6)	(6)
(7)	(7)	(7)	(7)
(8)	(8)	(8)	(8)
(9)	(9)	(9)	(9)

SPECIAL CODES										
DISTRICT #					SCHOOL #					
A	B	C	D	F	G	H	I	J		
(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)		
(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)		
(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)		
(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)		
(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)		
(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)		
(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)		
(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)		
(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)		
(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)		

Lowest Grade in This School Is: _____

(The lowest grade is based on information provided by your district through the Public School Update [PI-1280]. If it is incorrect, use the School Header Sheet as it is, and contact the Office of Educational Accountability to change the low grade in order to ensure accurate reporting and accountability determinations. See IMPORTANT NOTE on reverse.)

School Name: _____

District Name: _____

CTB USE ONLY	ORG-TP										STRUC/ELEMENT #									
M	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
N	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
O	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
P	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)
Q	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)
R	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)
S	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)
T	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)
U	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)
V	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)

Org Name: _____

SO#: _____



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48904

School Header Sheet Directions

The directions below are provided on the back of the School Header Sheet.

TO THE PRINCIPAL OR DESIGNEE:

The information provided on this School Header Sheet will be used to produce reports about your school. For each grade tested, complete a separate School Header Sheet. All information entered must be complete and correct for each School Header Sheet.

Please complete all the boxes on the School Header Sheet according to the following instructions. Then place the completed School Header Sheet with the appropriate group of grade-level test materials, packaging each group separately.

NOTE: District and school names and numbers have been pre-printed and precoded consistent with information provided by District Administrators to DPI through the PI-1280 (Public School Update). If you have any questions or concerns about this information, call the Center for Education Statistics help line at (608) 267-3166.

DIRECTIONS:

1. Use a No. 2 pencil, print clearly, and fill in the appropriate circles completely. In filling numbered circles, all numbers must be right-justified. **Do not leave any boxes blank.** For example, if your school has 32 students enrolled in Grade 4, enter 032.
2. In the **PRINCIPAL OR DESIGNEE NAME** box, print his/her last name, skip one square, and print his/her first initial. Print only one letter in each box. Fill in the appropriate circle below each letter.

PRINCIPAL OR DESIGNEE NAME														
B	E	E	B	E	C									
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> A	<input type="radio"/> A	<input type="radio"/> A	<input type="radio"/> A	<input type="radio"/> A	<input type="radio"/> A	<input type="radio"/> A	<input type="radio"/> A	<input type="radio"/> A	<input type="radio"/> A	<input type="radio"/> A	<input type="radio"/> A	<input type="radio"/> A	<input type="radio"/> A	<input type="radio"/> A
<input checked="" type="radio"/> B	<input type="radio"/> B	<input type="radio"/> B	<input type="radio"/> B	<input type="radio"/> B	<input type="radio"/> B	<input type="radio"/> B	<input type="radio"/> B	<input type="radio"/> B	<input type="radio"/> B	<input type="radio"/> B	<input type="radio"/> B	<input type="radio"/> B	<input type="radio"/> B	<input type="radio"/> B
<input type="radio"/> C	<input type="radio"/> C	<input type="radio"/> C	<input type="radio"/> C	<input type="radio"/> C	<input type="radio"/> C	<input type="radio"/> C	<input type="radio"/> C	<input type="radio"/> C	<input type="radio"/> C	<input type="radio"/> C	<input type="radio"/> C	<input type="radio"/> C	<input type="radio"/> C	<input type="radio"/> C
<input type="radio"/> D	<input type="radio"/> D	<input type="radio"/> D	<input type="radio"/> D	<input type="radio"/> D	<input type="radio"/> D	<input type="radio"/> D	<input type="radio"/> D	<input type="radio"/> D	<input type="radio"/> D	<input type="radio"/> D	<input type="radio"/> D	<input type="radio"/> D	<input type="radio"/> D	<input type="radio"/> D
<input type="radio"/> E	<input type="radio"/> E	<input type="radio"/> E	<input type="radio"/> E	<input type="radio"/> E	<input type="radio"/> E	<input type="radio"/> E	<input type="radio"/> E	<input type="radio"/> E	<input type="radio"/> E	<input type="radio"/> E	<input type="radio"/> E	<input type="radio"/> E	<input type="radio"/> E	<input type="radio"/> E

3. In the **Tested Grade** box, fill in the appropriate circle to indicate the grade tested. The documents that follow this School Header Sheet must be for this grade.
4. In the box labeled **Total Students Enrolled**, write the number of students currently enrolled in your school in this grade, and fill in the appropriate circles. Count all students in this grade who are attending your school during the testing window, including English Language Learners (ELL); students with disabilities (SwD), regardless of where they reside; students who have been excused from testing by their parents or guardians; and students who were absent on test days and did not take makeup tests. Count students in multi-age classrooms or who are considered ungraded as being enrolled in the grade to which students of the same age would be assigned if the school applied a traditional grade structure.

Total Students Enrolled		
0	3	2
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1
<input type="radio"/> 2	<input type="radio"/> 2	<input checked="" type="radio"/>
<input type="radio"/> 3	<input checked="" type="radio"/>	<input type="radio"/> 3

5. In the box labeled **Book Count**, write the total number of test books being returned with this School Header Sheet and fill in the appropriate circles. Count the test books to ensure that a test book is submitted for every student enrolled, including students tested and students not tested. For Grades 3, 5, 6, and 7, the book count should equal the total number of students enrolled. For Grades 4, 8, and 10, the book count should equal two (2) times the total number of students enrolled. Verify that each test book has either the Student Information Page completed or the student pre-ID labels affixed to the front and back covers.

Book Count			
U	V	W	X
<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1
<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2
<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3

6. In the **CERTIFICATION OF ADMINISTRATION** area near the top of the form, the School Principal or Designee must enter the test dates and his/her telephone number. The School Header Sheet must be signed and dated by the School Principal or Designee before it is returned to the District Assessment Coordinator. Unsigned or incomplete School Header Sheets will delay the return of your test results.

IMPORTANT NOTE: When the lowest grade in a school is a grade level of testing, then the results for that grade will be disaggregated for students who have been enrolled in the district for a full academic year. Otherwise, results will be disaggregated for students enrolled in the school for a full academic year.

Make a copy of the completed School Header Sheet for your records, and return the **original** with your documents.

Questions? Refer to "Packaging the Student Documents" in your *Guide for District Assessment Coordinators and School Assessment Coordinators* for more detailed instructions.

Wisconsin Knowledge and Concepts Examinations—CRT

School/Group List

District Name: APPLETON	District Number: 0147
School Name: APPLETON ELEM	School Number: 0030

Contact Person: _____ **Phone Number:** _____

DO NOT LIST MORE THAN ONE SCHOOL ON THIS FORM.

General Instructions:

The information you provide on this form will be used by CTB/McGraw-Hill for cross-referencing information on the School Header Sheet and ensuring that all test books have been received for your school/group.

1. Enter Principal's (or designee's) name. This name must match the name on the School Header Sheet.
2. Enter the grade(s) tested for your school—all the grades tested at your school should be listed on this form.
3. Enter the number of test books being returned for scoring. **This number must equal the number reported in the "Total Students Enrolled" box on the School Header Sheet for grades 3, 5, 6, and 7, and two times the number enrolled for grades 4, 8, and 10. Use one School Header Sheet per grade.**
 - Do not include test books not to be scored in this count.
 - All students must be accounted for.
 - If a student does not take any of the WKCE-CRT tests, a blank test book with either a student pre-ID label affixed or the Student Information Page completed, must be shipped for that student.
 - Students at grades 4, 8, and 10 must have a Book 1 and a Book 2.
4. Refer to the Test Coordinator's Kit for further assistance in completing the School/Group List.

C T B U S E	1	2	3	FOR CTB USE ONLY		
	Principal or Designee Name <i>Name here must match the name on the School Header Sheet</i>	Grade(s) Tested <i>List all grades tested at your school</i>	Number of Test Books Enclosed <i>One for every student enrolled; except Gr. 4, 8, 10 which is 2x number enrolled</i>	DNR	SGL App	Comments

Thank you for providing us with your contact information. We will use this information only to fulfill your order. We store this information in a secure database at CTB/McGraw-Hill in the U.S. For more information on our privacy practices, send an email to the privacy official at privacyofficer@ctb.com or call 831-393-6207. If you would like more information on The McGraw-Hill Companies Customer Privacy Policy, please visit <http://www.mcgraw-hill.com/private.html>.

FOR CTB USE ONLY:	
Organization Number: M012182-001	Elm Name: APPLETON
Organization Name: WKCE-CRT Fall 2006	SO #: 62020

**School/Group List
Directions**

Note to the District Assessment Coordinator: The School/Group List must have a separate entry for every School Header Sheet received from the School Assessment Coordinator. Check to see that the School/Group List has been completed according to the following directions.

Student test books should be grouped by grade for each grade in the school. A School/Group List must be filled out and placed on top of the stacks in the first box of your school shipment.

On the School/Group List, an entry must be completed for each grade tested in the school. If only one grade in the school is tested, only one line should be completed on the School/Group List. Do not list more than one school on the School/Group List. (See the sample School/Group List on the previous page.)

Directions for completing the form are as follows:

- 1 **District Name, District Number, School Name, and School Number.** This part will be preprinted. Make sure that the information is accurate.
- 2 **Contact Person.** Enter the name and **Phone Number.** This person must be available to answer any questions and resolve all discrepancies.
- 3 **Principal or Designee Name.** Write in the name of the School Principal or Designee. This name must match the name on the School Header Sheet.
- 4 **Grade(s) Tested.** Write the grade levels tested as entered on the School Header Sheet(s). There may be more than one grade tested in this school. Consequently, there will be more than one School Header Sheet for the school. Each grade tested will be entered on a separate line on the School/Group List. For example, if a school tested students in grades 4 and 8, the form will have one line completed for grade 4 and another for grade 8.
- 5 **Number of Test Books Enclosed.** Provide a separate entry for the number of test books for each grade tested that are included in this shipment. **This number must equal the number reported in the “Total Students Enrolled” box on the School Header Sheet for grades 3, 5, 6, and 7, and two times the number enrolled for grades 4, 8, and 10.**

A test book must be submitted for each student enrolled, regardless of whether that student was tested or not. Please see “Packaging the Student Documents” on page 39 of this guide for instructions on how to prepare your test books for shipment to CTB/McGraw-Hill for scoring.

Note: DACs are encouraged to collect photocopies from schools or make photocopies themselves of the School Header Sheets and the School/Group Lists to maintain a record of test materials returned to CTB/McGraw-Hill. **Originals must be returned to CTB.**

DPI Guidelines to Facilitate the Participation of Students with Special Needs in State Assessments

Introduction

Wisconsin has published academic content, performance, and proficiency standards for **all** students in the state. The No Child Left Behind Act (NCLB) of 2001 requires states to administer high-quality student assessments that are aligned with the state's academic standards and provide coherent information about students' attainment of such standards. Wisconsin's academic standards are for all students, including students with special needs (i.e., students with limited English proficiency under Wis. Stats. s.115.955(7) and Title III of NCLB, students with disabilities under Subchapter V of Wis. Stats. 115 and the Individuals with Disabilities Education Act (IDEA), and students covered by Sec. 504 of the Vocational Rehabilitation Act of 1973). Students with special needs must be given the same opportunity to acquire and **demonstrate** their academic performance as students without special needs.

In the state of Wisconsin, one way that students demonstrate their progress toward achieving the academic standards in reading, mathematics, language arts, social studies, and science is through participation in the Wisconsin Student Assessment System (WSAS). At present the WSAS includes both regular assessments taken by nearly all students and alternate assessments taken by certain students with limited English proficiency or disabilities. WSAS regular assessments include the statewide standardized testing program: the *Wisconsin Knowledge and Concepts Examinations—Criterion Referenced Test* (WKCE-CRT) at grades 3, 4, 5, 6, 7, 8, and 10. WSAS alternate assessments are alternatives to WSAS regular assessments and consist of DPI-approved protocols and rubrics for the local collection and local scoring of student work.

The purpose of this document is to provide guidelines for facilitating the participation of students with special needs in WSAS regular assessments (WKCE-CRT). As such, this document is intended to update and replace previously published DPI guidelines regarding the participation of students with special needs in the WSAS. Although the rationale for participating in WSAS regular assessments is the same for all students with special needs, there are different laws that affect participation decisions for each group. Thus, considerations for each student group are presented separately in the following order:

- students with limited English proficiency,
- students with disabilities under the IDEA, and then
- students receiving accommodations under Section 504 of the Vocational Rehabilitation Act of 1973.

NCLB requires that state assessments allow for “the inclusion of limited English proficient students who shall be assessed, to the extent practicable, in the language and form most likely to yield accurate and reliable information on what such students know and can do, to determine such students’ mastery of skill in subjects other than English” (Part A, subpart 1, sec. 1111 (b) (3) (C) (ix) (III)). English language learners (ELL)¹ are expected to participate in WSAS regular assessments as soon as they achieve an English proficiency level that allows them to demonstrate their knowledge and skills on these tests. The translation of WSAS regular assessments into all of the languages spoken by ELL students in Wisconsin is not possible. Thus, WSAS alternate assessments² offer the best-practices solution for full inclusion of ELL students at early English proficiency levels. To be used for state accountability purposes, the NCLB requires that alternate assessments be aligned with state academic standards.

Decisions regarding participation in WSAS alternate assessments for individual ELL students must be consistent with the federal NCLB legislation and specifically based on Chapter PI 13 Wisconsin Administrative Code. Based on students’ results on the English language proficiency test, students may

- participate in WSAS regular assessments, with or without accommodations. (Accommodations are changes in the administration or format of the test that do not alter the test content or the intent of the test. Decisions about accommodations are made content area by content area.) ELL students at levels 3–5 on the English language proficiency test must take the WKCE-CRT, with accommodations as needed.
- participate in WSAS alternative assessments. ELL students at levels 1–2 on the English language proficiency test may take the WSAS Alternate Assessment for ELL Students. These students may also take the WKCE-CRT if deemed “valid and reliable.” Note that if the WKCE-CRT is taken, WKCE-CRT scores are the scores used for accountability.

It is important to note that, when WSAS regular assessment results at grades 3–8 and 10 are reported to the public, proficiency data will also be reported for students participating in alternate assessments. All students not taking any regular WSAS content area test are expected to participate in an alternate assessment in that content area. For local educators to determine which of the above options is most appropriate for each ELL student, a thorough, individualized **English language proficiency assessment** must first be conducted by qualified school staff. (See Chapter

¹ “Students with limited English proficiency” (LEP) are sometimes called “English Language Learners” (ELL). These two terms have the same meaning.

² DPI has developed an alternate assessment system to assist local schools in conducting ongoing, standards-based assessments of students with limited English proficiency. Information about conducting WSAS alternate assessments is available at <http://dpi.wi.gov/oea/wsasalt.html>.

PI 13, Wis. Admin. Code.) This assessment should include reading, writing, speaking, and listening. School boards must determine a student's English proficiency status code or level through the use of a DPI-approved English proficiency assessment instrument. The scores of this assessment determine the level of English language proficiency. (See Attachment B for the levels of English proficiency.)

Based on Chapter PI 13, Wis. Admin. Code, all ELL students **are eligible to participate** in both regular and alternate WSAS assessments. If a student's English proficiency level is 1 or 2, that student is required to participate in WSAS alternate assessments. ELL students at English proficiency level 3 or higher are required to participate in all WSAS regular assessments, with appropriate and allowable accommodations, if necessary. (See Attachment A for examples of appropriate accommodations for ELL students.)

According to NCLB, Part A, subpart 1, sec. 1111 (b) (3) (C) (x), students at English proficiency level 1 or 2 who have attended school in the United States for three or more consecutive school years are expected to participate in WSAS regular assessments (using tests written in English) of reading/language arts. School years are counted beginning with first grade. If a district determines on a case-by-case basis that alternate assessments would likely yield more accurate and reliable information on what a student knows and can do, then an ELL student at English proficiency level 1 or 2 may be excluded from WSAS regular assessments in reading/language arts for a period that does not exceed two additional years.

Students who reach "full English proficiency" (English proficiency status code/level 6) are required to participate in all regular WSAS assessments. They may not receive accommodations because a need for accommodations contradicts the definition of "fully English proficient."

***Additional Assessment
Considerations for ELL
Students***

The following assessment considerations reflect Chapter PI 13 of the Wisconsin Administrative Code, which refers specifically to WSAS assessments administered to students with limited English proficiency in the third, fourth, fifth, sixth, seventh, eighth, and tenth grades. Results of WSAS regular or alternate assessments may not be used as the sole criterion in exiting students from a bilingual-bicultural/English as a Second Language program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation, or eligibility for participation in post-secondary education opportunities such as the options listed under s. 118.55, Wis. Stats.

At least 30 days before the administration of any WSAS assessment, for students in grades 3, 4, 5, 6, 7, 8, or 10, the school board must notify the parent of any ELL student regarding the student's inclusion in the WSAS regular assessments or WSAS alternate assessments. The notice must be provided in English, the parent's native language, or by any other necessary means to convey the criteria used in determining how the student will participate in WSAS and how the results of the WSAS assessments will be used. Results of the WSAS regular assessment, alternate assessments, or both must be provided to the ELL student's

parent. These results must be provided in English, the parent's native language, or by any other means necessary so that parents understand the results of their child's assessment.

***Students with Disabilities
as Defined Under
the Individuals with
Disabilities Education Act
(IDEA)***

The 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) and s.115.77, Wis. Stats. require participation of students with disabilities in state and districtwide assessments. Specifically, the IDEA stipulates, "All children with disabilities are included in all general State and districtwide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs." In addition, the IDEA and s.115.787, Wis. Stats. require that alternate assessments be provided to children with disabilities when the IEP team determines that participation in standard state assessment is inappropriate for the child. Several state and national reviews concerning alternate assessment suggest that approximately 10 to 20% of students with disabilities, or 1 to 2% of the total student population, will be assessed via an alternate assessment.

All questions regarding the participation of a student with disabilities in WSAS regular assessments must be addressed by the student's IEP team, which includes the parent as an equal participant. State and federal special education laws require that a student's IEP include "a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments consistent with section 612(a)(16)(A); and if the IEP Team determines that the child shall take an alternate assessment on a particular State or districtwide assessment of student achievement, a statement of why the child cannot participate in the regular assessment; and the particular alternate assessment selected is appropriate for the child" (IDEA, Title I, Part A, sec. 614 (A)). To make these determinations, the IEP team must be knowledgeable about the child's present level of educational performance and measurable annual goals, the general curriculum, the format and content of the state or district test, and the alignment between the curriculum and the academic content standards assessed by the state or districtwide assessment system.

Participation in WSAS regular assessments for students with disabilities is not an all-or-nothing decision. Instead, there are multiple alternatives for facilitating the participation of a student with a disability. These alternatives reflect three broad options:

1. participation in WSAS regular assessments without accommodations;
2. participation in WSAS regular assessments with accommodations, i.e., changes in the administration or format of the test that do not alter the test content or intent of the test (see Attachment A); or
3. participation in WSAS Alternate Assessments (WAA).³

³ "WSAS Alternate Assessment" is sometimes called "Wisconsin Alternate Assessment," or WAA.

For grades 3–8 and 10 these options may be used exclusively or in combination, depending on the individual needs of the student. That is, separate decisions regarding the need for accommodations or alternate assessment must be made for each content domain included in the WSAS regular assessments. For example, most students with disabilities will not require any accommodations to participate in WSAS regular assessments. Other students with disabilities, however, may need accommodations for some of the content domains—e.g., mathematics, reading, language arts, science, or social studies—but not for others. Still other students may need accommodations for some content domains covered by regular assessments and alternate assessment for one or more content domains. Finally, there will be a limited number of students with disabilities for whom participation in any regular assessment will not be appropriate, and the performance of these students will be assessed through an alternate assessment only. It is important to note that when WSAS regular assessment results are reported to the public, proficiency data will also be reported for students participating in alternate assessment. All students not taking any regular WSAS content area test are expected to participate in WSAS Alternate Assessment (WAA) in that content area.

The IEP team decision regarding student participation in WSAS regular assessments must be made on an individual basis. The IEP team uses the WSAS Alternate Assessment (WAA) Participation Checklist to make this decision. Use of the checklist requires a **thorough** review of child-specific data to assess the student's current educational performance relative to the academic performance standards for **all** students. To make appropriate decisions regarding the student's need for accommodation and/or alternate assessment, the IEP team should consider the following:

1. Begin with the assumption that all students with disabilities will participate in all WSAS regular assessments.
2. Assess need for accommodation and/or alternate assessment based on the student's present level of educational performance, IEP goals, and the content and format of the WKCE-CRT. Assessment of need for accommodation should be conducted independently for each content domain. Use the WSAS Alternate Assessment (WAA) Participation Checklist for this decision. This checklist is available on the Special Education Team's Web site: <http://dpi.wi.gov/sped/doc/form-i7a.doc>.
3. Consider the accommodations that the child receives on classroom assessments as possible accommodations for the WSAS regular assessments. Select accommodations that do not invalidate the test, i.e., **change the skills or content tested**. If the necessary accommodations would invalidate the test, the student's knowledge and skills should be assessed through alternate assessment. **For example, an accommodation that included reading passages and/or items aloud to students would not be an acceptable accommodation if the purpose of the assessment is to measure reading skills. Thus, a student who would require this accommodation should participate in WSAS alternate assessment in lieu of the reading test of the WKCE-CRT.**

4. Allow for WSAS Alternate Assessment (WAA) only if a student would not be able to demonstrate some of the knowledge and skills on the WSAS regular assessment **with appropriate accommodations**.

Based on the thorough review of the student's current educational performance relative to the academic standards, the IEP team determines how a child with a disability will participate in the WSAS regular assessment (WKCE-CRT). For those students who are identified as needing accommodations, the IEP team must specify which accommodations are necessary for the child to participate in the regular assessment. Examples of accommodations that would not compromise the validity of the WKCE-CRT for students with disabilities are included in Attachment A.

The IEP team may determine that, even with accommodations, a child with a disability would be unable to demonstrate at least some of the knowledge and skills tested through the standardized assessment and, as a result, the student's performance will be assessed through WSAS alternate assessment (WAA). The results of the WSAS alternate assessment must be documented on the back of the WKCE-CRT test book and submitted to the WKCE-CRT testing contractor with the WKCE-CRT testing materials. Additional information regarding the DPI's position on alternate assessment for children with disabilities under the IDEA can be found in several DPI Bulletins at <http://dpi.wi.gov/sped/bulindex.html>.

***Students Covered by
Section 504 of the
Vocational
Rehabilitation Act***

Under Section 504 of the Vocational Rehabilitation Act of 1973, no student with a physical or mental impairment that substantially limits one or more major life activities, or with a record of such an impairment, or who is regarded as having such an impairment, shall solely by reason of this impairment "be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Although all students with disabilities under IDEA/s.115.76 also meet the criteria for protection under Sec. 504, there are a **limited** number of students who are not considered students with disabilities under IDEA/ s.115.76 but who do meet the criteria for protection under Sec. 504. Examples of these situations include students with health conditions (e.g., diabetes, asthma) or mobility impairments (e.g., paraplegia) who have an impairment that substantially limits one or more major life activities but who are determined not to need special education services in accordance with IDEA. Students qualifying only under Sec. 504 criteria are entitled to accommodations and services necessary to benefit from all educational activities available to other students, including state (and district) assessment activities. For these students, appropriate accommodations and services must be documented in an Individualized Accommodation Plan (IAP), including any accommodations necessary for participation in assessment activities.

The individuals responsible for developing a student's IAP are responsible for specifying accommodations necessary for participation in state assessments. Students receiving accommodations under Sec. 504 are eligible for the same range of accommodations as students with disabilities

under IDEA/s.115.76 or students with limited English proficiency. (See Attachment A for examples of accommodations.)

According to state law, WSAS regular assessments (WKCE-CRT) must be administered to all students enrolled in the grade. State laws provide for two exceptions to this requirement: certain students with disabilities under IDEA/s.115.76, Stats., and certain students with limited English proficiency under NCLB/s.115.955(7), Stats. At grades 4, 8, and 10, state law provides for an additional exception: students who are excused by their parents or guardians.

It is recognized, however, that it may not be possible to administer regular WSAS assessments to an extremely small number of students protected by Sec. 504 or other students not described by these exceptions. According to the Office of Civil Rights, circumstances warranting a decision not to test a “Sec. 504–only” student would be extremely rare. One example of such a situation might be a student suffering from acute emotional disturbance such as one caused by recent trauma. The IAP team may reasonably conclude that participation in regular WSAS assessments during the respective testing window would be damaging to the student.

The Office of Civil Rights also has advised that it is highly unlikely that a school or district could justify not testing a “Sec. 504–only” student unless the parent agrees that his/her child should not be tested. Under Wisconsin law, parents have the right to excuse their children from the regular WSAS assessments at grades 4, 8, and 10, but not other grades. If the affected student is excused by his/her parent or guardian from regular WSAS assessments at grades 4, 8, and 10, the student should be coded as “excused by parent or guardian.”

District and school coding of “Sec. 504–only” students who are **not** expected to participate in WSAS regular assessments should be as follows:

- For the WKCE-CRT at grades 4, 8, and 10, use the Testing Status code “P” if the student was excused by a parent or guardian, or “F” if the student was not tested due to the IAP team decision.

“Sec. 504–only” students who are not expected to be tested on regular WSAS assessments at grades 4, 8, and 10 (Testing Status “P” or “F”) are not required to take alternate assessments.

For more information about assessment and students with disabilities, you may want to read *Educational Assessment and Accountability for All Students: Facilitating the Meaningful Participation of Students with Disabilities in District and Statewide Assessment Programs*. This book is about the assessment and inclusion of all students in state and district assessment programs. In particular, it focuses on tactics for including students with disabilities in assessments to achieve a more complete picture of student learning and educational accountability. Copies are available through the **DPI Publications Sales Office (800-243-8782)**.

Attachment A

***The Assessment Matrix:
Assessment Guidelines
and Accommodations for
Students with Disabilities
(SwD) and English
Language Learners (ELL)***

There are two types of skills students need in order to do well on a test: target skills and access skills. Target skills are the skills the test was designed to measure. Accommodations **cannot** assist students with target skills. However, accommodations may assist students with access skills such as understanding test formats and how answers need to be provided to the test questions. Although no modification may be made to the content of a test itself (affecting the target skills), some accommodations that do not affect the intent of the test can be made to the procedures in administering the assessments as well as the manner in which students respond to the assessments (access skills).

THE ASSESSMENT MATRIX

Guidance for All Students is determined on an as-needed basis. Accommodations for SwD/504 are determined by IEP/504 Plan. Accommodations for ELL are determined by a teacher process.				Guidelines for All Students	Accommodations for Students with Disabilities/504	Accommodations for English Language Learners
I. Assistance Prior to Administering the Test						
1. Teach test-taking skills.				•	•	•
2. Administer practice activities.				•	•	•
II. Motivational						
1. Provide treats, snacks, or prizes, as appropriate.				•	•	•
2. Provide verbal encouragement of student's efforts.				•	•	•
3. Encourage student who may be slow at starting to begin.				•	•	•
4. Encourage student who may want to quit to sustain effort longer.				•	•	•
5. Encourage student to remain on task.				•	•	•
III. Presentation/Test Directions and Content						
1. Use visual magnification devices.				•	•	•
2. Use audio amplification devices.				•	•	•
3. Use markers to maintain place.				•	•	•
4. Allow students to mark with pencil as they read test content. ⁴				•	•	•
5. Read directions aloud.				•	•	•
6. Use a tape recording of directions.				•	•	•
7. Use directions that have been marked with pencil by teacher and student.					•	•
8. Reread directions for each subtask as needed.				•	•	•
9. Simplify language in directions. ¹ (Read directions without expansion or extension.)					•	•
10. Have student reread and restate directions in his/her own words.					•	•
11. Use sign language or oral interpreters for directions and sample items.					•	•
12. Turn pages for the student.					•	
13. Provide spelling assistance where appropriate. (not allowed for Reading or Language Arts tests)					•	•
14. Use directions that have been marked with highlighting by teacher and student. ²					•	•
15. Provide Braille or large print editions of the test.					•	

16.	Provide a copy of diagram/tables needed for tasks so student does not have to flip back and forth in test booklet.		•	
17.	Read questions and content to student. ¹ (not allowed for Reading test of WKCE-CRT)		•	•
18.	Sign questions and content to student. ¹		•	
19.	Use text-talker converter. ¹		•	
20.	Provide the assistance of a qualified translator to read or translate test items in content areas (orally or in writing). ¹ (not allowed on Reading or Language Arts tests)			•
21.	Read questions and content aloud in simplified English, in English as written, or in the native language. (not allowed on Reading or Language Arts tests)			•
22.	Provide spelling assistance, such as spelling dictionaries and spell/grammar checkers. Provide bilingual word lists, customized dictionaries (word-to-word translations), and glossaries. ¹ (not allowed on Reading or Language Arts tests)			•
23.	Explain/clarify directions in native language or English. Provide both oral and written directions in either native language or English, including audiotaped directions. (not allowed on Reading or Language Arts tests)			•
24.	Provide audio recording of test items in English that is simplified English for words not related to content. (not allowed on Reading or Language Arts tests)			•
IV. Response				
1.	Allow students in Grades 3 and 4 with an IEP or 504 Plan to use a calculator on all sections except the sections measuring computation skills.		•	•
2.	Mark responses in large-print answer document.	•	•	•
3.	For selected-response items, indicate responses to a scribe.	•	•	•
4.	Record responses on audiotape. (not allowed for constructed-response Writing test)	•	•	•
5.	For selected-response items, use sign language to indicate response.	•	•	•
6.	Use template to maintain place for responding.	•	•	•
7.	Use graph paper to align work.	•	•	•
8.	For constructed-response items, indicate responses to a scribe, except for Writing test.	•	•	•
9.	Use pencils adapted in size or grip.	•	•	•
10.	Use speech synthesizer or electronic reader.		•	
11.	Use computer or word processor for recording responses; then transcribe into the test book.		•	•
12.	Use Braille writer for recording responses.		•	
13.	Use communications device to indicate responses.		•	
14.	Use lined or grid paper for recording answers when only blank space is provided.		•	
15.	Allow student to use highlighter as student reads content of test. ²		•	•
16.	Allow student to respond orally (or in writing) in native language and a translator records (or translates) student response in writing into English. (not allowed on Reading or Language Arts tests) ¹			•
17.	Provide audio recording of test items in native language version. (not allowed on Reading or Language Arts tests) ¹			•
18.	Provide side-by-side bilingual test or translated version. (not allowed on Reading or Language Arts tests) ¹			•

THE ASSESSMENT MATRIX

	Guidelines for All Students	Accommodations for Students with Disabilities/504	Accommodations for English Language Learners
V. Setting			
1. Provide distraction-free space or an alternative location for the student (e.g., study carrel, front of classroom).	●	●	●
2. Take the test with a small group or a different class.	●	●	●
3. Take the test at home or in a care facility (e.g., hospital), with district supervision.	●	●	●
4. Use adaptive furniture.	●	●	●
5. Use special lighting and/or acoustics.	●	●	●
6. Place the student in the room or part of the room where he/she is most comfortable.	●	●	●
7. Provide for an individual and supervised test administration.	●	●	●
8. Allow the student freedom to move, stand, or pace during an individualized administration of the test.		●	
VI. Timing/Scheduling			
1. Timing of the test ³ Each section of every test has a specific time allotment for completion. A person administering the test may provide a break or multiple breaks as long as the time allotted for students to take the test is provided. Example: The time allotment for a section of a test is one hour. Instead of scheduling the test from 9:00 a.m. to 10:00 a.m., the test administrator may schedule it from 9:00 a.m. to 10:15 a.m. and provide a 15-minute break. The students are given the time allotted to take the test—one hour—and are given a 15-minute break.	●	●	●
2. Scheduling Each tested subject is given in multiple sections. There is no need to test all sections in a subject on the same day. Example: Mathematics has multiple sections. All Mathematics sections can be given in one day, or sections can be given on multiple days.	●	●	●
3. Provide extra time for any timed test. ^{1,3} Each section of every test has a specific time allotment to complete the test. ELL students and Students with Disabilities/504 may be provided extra time beyond the time allotted. Example: The time allotment for a section of the test is one hour. Time may be extended for as long as the student needs to complete this section as long as this section is completed within the day it has been started.		●	●
4. Allow more breaks that result in extra time for any timed test. ^{1,3} ELL students and Students with Disabilities/504 may have additional and/or extended breaks beyond the number of breaks provided during the administration of the test.		●	●

Explanations of Footnotes

¹ Denotes a Category 2 accommodation, which is an accommodation that may possibly have an effect on student performance that should be considered when interpreting individual test scores.

² Denotes an accommodation involving the use of highlighters. Highlighters may be used only by ELL students and Students with Disabilities. Please note: Carefully supervise the use of highlighters because they may cause smudging of pencil marks and bubbles and, therefore, could affect reliability of scoring. If highlighters are used, the following guidelines must be followed:

Guidelines for Highlighters (CTB/McGraw-Hill):

1. Do not allow the highlighting of track marks, skunk lines, litho-barcode, preslugged bubbles, or any carbon black printing. The highlighters cause these black inks to blur and bleed.
2. Do not allow the highlighting of pencil marks of any kind, whether bubbles or handwriting. The highlighters cause pencil marks to blur and bleed.
3. Use only highlighters from the following list (these highlighters were tested and found to have minimal problems):

Avery Hi-Liter

Avery Hi-Liter, thin-tipped

Bic Brite-Liner

Sanford Major Accent

Sanford Pocket Accent, thin-tipped

³ Denotes an accommodation for which test security should be considered.

Test security must be maintained during all breaks within a testing session. To lessen the risk of a security breach during these breaks, students requiring the use of restroom facilities must be escorted by either the proctor or a test examiner. In addition, students must not be allowed to use any form of wireless communication during these breaks.

⁴ Parameters for marking test book with No. 2 pencil.

Do not mark in the bubble answer positions.

Do not mark in the student pre-ID litho-barcode on the litho-barcode label.

Do not mark in the timing tracks (the parallel lines along the side of the test book).

Do not mark in the skunk lines (the little squares and rectangles across the bottom of each page of the test book).

Do not mark in the litho-barcode (the squares and numbers across the bottom of the document on the first and last page of the test book).

Do not mark more than one answer bubble as the scanner cannot determine a response.

The Assessment Matrix was updated as of June 2006.

Attachment B

English Language Proficiency Levels

The definitions of the five limited-English language proficiency levels, as well as Level 6, one of two fully English language proficiency levels, are from PI 13.08(3)(1)–(6), Wisconsin Administrative Rule. Level 7, the other fully English language proficiency level, is used for purposes of state reporting/state testing.

Level 1—Beginning Preproduction [WIDA level = Entering]

A pupil shall be classified level 1 if the pupil does not understand or speak English with the exception of a few isolated words or expressions.

Level 2—Beginning Production [WIDA level = Beginning]

A pupil shall be classified level 2 if all of the following criteria are met:

- (a) The pupil understands and speaks conversational and academic English with hesitancy and difficulty.
- (b) The pupil understands parts of lessons and simple directions.
- (c) The pupil is at a pre-emergent or emergent level of reading and writing in English, significantly below grade level.

Level 3—Intermediate [WIDA level = Developing]

A pupil shall be classified level 3 if all of the following criteria are met:

- (a) The pupil understands and speaks conversational and academic English with decreasing hesitancy and difficulty.
- (b) The pupil is post-emergent, developing reading comprehension and writing skills in English.
- (c) The pupil's English literacy skills allow the pupil to demonstrate academic knowledge in content areas with assistance.

Level 4—Advanced Intermediate [WIDA level = Expanding]

A pupil shall be classified level 4 if all of the following criteria are met:

- (a) The pupil understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy.
- (b) The pupil continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.

Level 5—Advanced [WIDA level = Bridging]

A pupil shall be classified level 5 if all of the following criteria are met:

- (a) The pupil understands and speaks conversational and academic English well.
- (b) The pupil is near proficient in reading, writing, and content area skills needed to meet grade level expectations.
- (c) The pupil requires occasional support.

Level 6—Formerly ELL/Now Fully English Proficient

A pupil shall be classified level 6 if all of the following criteria are met:

- (a) The pupil was formerly limited-English proficient and is now fully English proficient.
- (b) The pupil reads, writes, speaks, and comprehends English within the academic classroom setting.

Level 7—Never ELL/Fully English Proficient

The student was never classified as limited-English proficient and does not fit the definition of a limited-English proficient student outlined in either state or federal law.

Attachment C

Test Access Rules

ORDER OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION CREATING RULES

The state superintendent of public instruction hereby proposes to create ch. PI 28, relating to providing access to the 4th, 8th and 10th grade Knowledge and Concepts Examinations and the High School Graduation Test.

ANALYSIS BY THE DEPARTMENT OF PUBLIC INSTRUCTION

Statutory authority: ss. 118.30 (3) (b) and 227.11 (2) (a), Stats.

Statute interpreted: s. 118.30 (3), Stats.

Since 1992, when the knowledge and concepts examinations were first instituted in Wisconsin, the state superintendent has been required to make available, upon request within 90 days of the date of administration, any of the required pupil assessments under s. 118.30, Stats. This requirement also applied to the high school graduation test when it was added in 1997. The department has provided guidance on proper test use and review in a document titled, “DPI Guidelines for Appropriate Testing Procedures.”

2001 Wisconsin Act 16 created s. 118.30 (3) (b), Stats., requiring the state superintendent to promulgate rules establishing procedures to allow a person to view these tests. The proposed rules codify the requirements in the guidelines. Specifically, the rules:

- Do not allow a person to review a test that is being developed or validated.
- Require the test viewer to submit a written request and a signed confidentiality agreement to the state superintendent within 90 days after the date of administration of the test. In addition if a person wants to view a test at a charter school under s. 118.40 (2r), Stats., [(2r) charter school] or school, require the test viewer to submit a written request and signed confidentiality agreement to the charter school or school board of the school.
- Require the school board, (2r) charter school or the department to file a confirmation of destruction with the test publisher before allowing a test to be viewed.
- Require the school board, (2r) charter school or the department to ensure that the individual making the request signs a confidentiality agreement.
- Require the school board, (2r) charter school or the department to ensure the test viewer is accompanied by a staff member who is aware of the confidentiality requirements associated with the test.

SECTION 1. Chapter PI 28 is created to read:

Chapter PI 28
TEST ACCESS

PI 28.01 Authority and purpose.

- (1) Under s. 118.30 (3), Stats., the state superintendent is required to promulgate rules to allow a person to view the 4th, 8th and 10th grade Wisconsin knowledge and concepts examinations and the high school graduation examination. This chapter does not apply to an examination being developed or validated. To the extent possible, the rules shall protect the security and confidentiality of the examinations.
- (2) This chapter establishes requirements for school boards, charter schools and the department providing the tests under sub. (1) and procedures for persons requesting to view the tests under sub. (1).

PI 28.02 Definitions. In this chapter:

- (1) “Date of administration of the test” means the date a pupil completes taking all of the parts of a test or the date the department releases the statewide test results to the public or news media.
- (2) “Charter school” means a charter school established under s. 118.40 (2r), Stats.
- (3) “Department” means the Wisconsin department of public instruction.
- (4) “School board” has the meaning defined in s. 115.001 (7), Stats.
- (5) “State superintendent” means the Wisconsin state superintendent of public instruction.
- (6) “Test” means the 4th, 8th and 10th grade Wisconsin knowledge and concepts examinations and the high school graduation examination administered under s. 118.30, Stats.

PI 28.03 Test access.**(1) TEST VIEWER REQUIREMENTS.**

- (a) Except as specified under par. (b), a person may view a test under this chapter if he or she submits a written request and a signed confidentiality agreement to the state superintendent within 90 days after the date of administration of the test. If a person wants to view a test at a charter school or school, he or she shall also submit a written request and signed confidentiality agreement to the charter school or school board of the school.
- (b) A person may not view a test while it is being developed or validated.

(2) SCHOOL BOARD, CHARTER SCHOOL AND DEPARTMENT REQUIREMENTS.

- (a) A school board or charter school may, but is not required to, provide for viewing a test. A school board or charter school that receives a request under sub. (1), but does not provide for viewing a test, shall notify the department. A school board, charter school or department that provides for the viewing of the test under this chapter shall allow a person to view a test if all of the following apply:
 - 1. The school board, charter school or department has received the written request and a copy of the signed confidentiality agreement under sub. (1) (a). The agreement shall include the following provisions:
 - a. The test viewer may not discuss, disseminate, describe or otherwise reveal the contents of the test to any third party with the intent to violate the copyright or compromise the validity of the test.
 - b. The test viewer may not make copies of the test or any test items, take notes, or otherwise reproduce the test or test items.
 - c. The test viewer may not publish, or cause to be published, the test or any of the test items.

- 2. The school board, charter school or department shall file, if it has not already filed, a confirmation of destruction/security agreement with the test publisher.
- 3. The school board, charter school or department shall ensure the test viewer is accompanied at all times by a staff member who is aware of the confidentiality requirements associated with the test. In addition, a qualified staff member who is aware of the confidentiality requirements associated with the test and can explain the proper use of the test, the purposes of the Wisconsin student assessment system, and the meaning of test results shall be available at all times that the viewer is present but need not physically accompany the viewer at all times.
- (b) The school board, charter school or department that receives a request under sub. (1) (a) shall acknowledge and provide for viewing the test within 90 days of receipt of the request.

NOTE: The Confirmation of Destruction is available on the department's Web site at <http://dpi.wi.gov/oea/pdf/kcdestru01.pdf>. The Confidentiality Agreement is available on the department's Web site at http://dpi.wi.gov/oea/kc_conf.html (see Attachment D). Both forms may be obtained at no charge from the Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841.

The proposed rules contained in this order shall take effect on the first day of the month commencing after the date of publication in the Wisconsin Administrative Register, as provided in s. 227.22(2)(intro.), Stats.

Dated this 14th day of November, 2002

Elizabeth Burmaster
State Superintendent

Attachment D



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
BELLWATER, WISCONSIN

Knowledge and Concepts Examinations—Criterion-Referenced Test

At Grades 3, 4, 5, 6, 7, 8, and 10

AGREEMENT TO MAINTAIN CONFIDENTIALITY

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

The test instrument you are about to view, WKCE-CRT, was developed for the Wisconsin Student Assessment System (WSAS) Wisconsin Knowledge and Concepts Examinations—Criterion-Referenced Test (WKCE-CRT). It is important to note that this test is a secure, proprietary test instrument published by CTB/McGraw-Hill with components copyrighted by CTB/McGraw-Hill and other components copyrighted by the Wisconsin Department of Public Instruction. Any disclosure or dissemination of test items to any person will undermine the value of the test and adversely affect the validity of test results. The confidentiality of test questions and answers is paramount in maintaining the integrity and validity of the WKCE-CRT test. Accordingly, the Department of Public Instruction and Wisconsin educators must take every step to assure the security of these test instruments. I hereby agree that I will not disclose any materials (such as, but not limited to: test items, graphics, tasks, scoring rubrics, item specifications, test design, content limits, and measurement/research data) related to the Wisconsin Knowledge and Concepts Examinations—CRT at Grades 3, 4, 5, 6, 7, 8, and 10.

I understand the test is a secure, confidential, and proprietary test instrument, and I agree that I will NOT do any of the following:

- Discuss, disseminate, describe, or otherwise reveal the contents of the test to any third party with the intent to violate the copyright or compromise the validity of the test;
- Publish, or cause to be published, the test or any of the test items;
- Make copies of the test or any test items, take notes, or otherwise reproduce the test or test items.

Signature

Date

Name

Title

Organization/Employer Name

DPI Representative Signature

Street Address, City, State, Zip

Date

Appendix A

Most Common Errors

A list of the most common errors is provided below.

School Header Sheet (SHS) and School/Group List (S/GL)

- Principal's signature was missing on the SHS.
- The school's name, instead of the principal's name, was provided on the SHS.
- The number of students on the SHS did not match the number of students on the S/GL.
- The number of students on the SHS or the S/GL did not agree with the number of student test books sent for scoring.
- Student count was not entered on the SHS and/or the S/GL.
- A photocopy of the SHS was sent instead of the original. (**Photocopies cannot be scanned.**)
- The school code entered on the SHS was incorrect and did not match the code provided by the DPI.
- The school code was not provided.
- A copy of the SHS or the S/GL from a previous year was used.
- An SHS or an S/GL from another school was used. (These forms are precoded and are **not** interchangeable.)
- Student test books were returned for scoring without an SHS or an S/GL.

Student Pre-ID Labels and Student Information Pages

- Student test books were returned without student pre-ID labels affixed to the front and back covers or with incomplete Student Information Pages.
- Student pre-ID labels were placed randomly on test books.
- The master labels were used instead of the barcoded labels.
- The student pre-ID labels were used for test books other than WKCE-CRT test books.
- Student information on the student pre-ID labels was modified by school staff.
- The student's name was inconsistent on the front and back covers or did not match enrollment records.
- Student pre-ID labels were partially ripped off and unscannable.
- Student biographical information was not bubbled in correctly.

Braille or Large Print Editions

- Braille or Large Print tests were not transcribed verbatim into a WKCE-CRT test book.

Shipping and Mailing

- A district requesting pickup of test materials did not leave any identifying information.
- Boxes containing student test books were improperly marked (e.g., "5 of 3" or multiple boxes marked "1 of 3").
- Student test books were not sorted by grade.
- Student test books were not sorted by school.
- Districts did not contact CTB for pickup of materials. Rather, they used their own carrier to mail them.

Appendix B

Dos and Don'ts

Do:

- ✓ Notify students and parents of the Wisconsin Student Assessment System (WSAS) WKCE-CRT testing window (**October 23–November 24, 2006**).
- ✓ Read and be knowledgeable about the following resources prior to the administration of the WKCE-CRT:
 - *Guide for District Assessment Coordinators and School Assessment Coordinators*, located at http://dpi.wi.gov/oea/kce_publin.html
 - *Directions for Test Administration* Grades 3 through 8 and 10 (see Web site above)
 - WKCE general information (including question and answer documents) located at <http://dpi.wi.gov/oea/kce.html>
- ✓ Make sure you are administering the current year's WKCE-CRT at the appropriate grade level. (Do not administer a prior year's WKCE, as the test items are different.)
- ✓ Keep all WKCE-CRT examinations locked in a secure storage area or cabinet when not in use.
- ✓ Account for all WKCE-CRT test books before assessment, during assessment, and after assessment has concluded.
- ✓ Allow public review of the WKCE-CRT. ("PI 28.01 Authority and Purpose. (1) Under s. 118.30 (3), Stats, the state superintendent is required to allow a person to view the 3rd, 4th, 5th, 6th, 7th, 8th, and 10th grade *Wisconsin Knowledge and Concepts Examinations*. ... To the extent possible, the rules shall protect the security and confidentiality of the examinations.")
- ✓ Districts must return all test books to the testing vendor, except for **up to** 20 test books at each tested grade level that may be retained for professional development purposes, and a minimum of one copy to comply with Public Access rules and to use for item analysis.
- ✓ Have a current school district policy for grade-level classification when determining all students assigned to grades 3 through 8 and 10.
- ✓ Organize your classroom for testing. Here are some suggestions:
 - Plan for distribution and collection of test materials.
 - Plan seating arrangements to allow enough space between students to prevent sharing of answers.
 - Eliminate distractions such as bells or telephones.
 - Use a "Do Not Disturb" sign on the door of the testing room.

- Indicate starting and stopping times for each testing section on the board.
- Adhere to the stop signs at the end of each test session. Prevent students from going ahead in the test book.
- Cover up any educational materials in the classroom that might assist students in answering the test questions.

Please

! Do not make any photocopies of the WKCE-CRT to use as practice tests with students or to use as part of a staff development opportunity for educators. The *Wisconsin Knowledge and Concepts Examinations—Criterion Referenced Test Educator’s Guide* has sample test items, which can be used in the classroom or for professional development (available online at http://dpi.wi.gov/oea/kce_publin.html). Released test items are also available on the DPI Web site at <http://dpi.wi.gov/oea/profitem.html>.

! Do not copy any current or previous version of the *Wisconsin Knowledge and Concepts Examinations*. This includes photocopies, overheads, and written notes. Any form of reproduction of any test items is a violation of copyright laws.

! Do not allow the following accommodations:

- Reading a Reading test
- Using a calculator on a Mathematics test designed to measure mental computation
- Using spelling tools on Writing tests that score the correctness of spelling
- Paraphrasing that changes the meaning of the text in order to make the material easier to read and comprehend
(This accommodation invalidates scores on the WKCE-CRT, as many items on these tests assess content and vocabulary knowledge.)

See the following resources for more information: WKCE-CRT general information (including frequently asked questions documents), located at <http://dpi.wi.gov/oea/kce.html>, and *DPI Guidelines to Facilitate the Participation of Students with Special Needs in State Assessments* (Section 6 of this guide), located at <http://dpi.wi.gov/oea/specneed.html>.

! Do not leave WKCE-CRT test books in unsupervised or unsecured areas at any time. Always follow the DPI Test Security Guidelines (Section 1 of this guide), located at http://dpi.wi.gov/oea/kc_ethic.html.

! Do not send a photocopy of the School Header Sheet when returning test books to the test vendor—you must return the original provided by CTB.

! Do not include home-schooled students or non–public school students in the WKCE-CRT administration.

! Do not allow students to proctor the test or monitor younger students taking the test.

! Do not allow the use of dictionaries, thesauri, mathematics tables, word lists, or other reference tools during the WKCE-CRT administration.

Appendix C

Glossary of Measurement Terms

Accommodation A general term referring to changes in the setting in which a test is administered, the timing of a test, the scheduling of a test, the ways in which a test is presented, and the ways in which a student responds to a test. The term is used to refer to changes that do not alter in any significant way what the test measures or the comparability of scores.

Achievement test An assessment that measures a student's acquired knowledge and skills in one or more content areas (for example, reading, mathematics, science, or language arts) in which the student has received instruction.

Alternate assessment A substitute way of gathering information on the performance and progress of students who cannot participate, even with accommodations, in state or district assessment programs. Alternate assessments provide a mechanism for all students to be included in the accountability system. Anything that is used as an alternative to a standardized multiple-choice test.

Authentic assessment An accurate type of assessment that differs from traditional achievement tests, which are composed of selected-response items only. An authentic assessment may require students to generate or produce responses or products that measure their performance on tasks and situations that are closely aligned with what students do in the classroom. This type of assessment may include essays, portfolios, interviews, teacher observations, work samples, and group projects.

Bias A systematic error in a test score. Bias may refer to construct underrepresentation or construct irrelevance that affects the test performance of different groups of students.

Ceiling The upper limit of performance that can be effectively measured by a test. Individuals are said to have reached the ceiling of a test when they perform at the top of the range that the test was designed to measure and discriminate reliably. If an individual or group scores at the ceiling of a test, the next-higher level of the test, if available, should be administered.

Checklist An assessment that is based on the examiner's observing an individual or group and indicating whether or not the assessed behavior is demonstrated.

Construct The concept or the characteristic that a test is designed to measure.

Construct equivalence The extent to which the construct measured by one test is essentially the same as the construct measured by another test. In addition, construct equivalence can refer to how well the construct of interest is measured in one cultural group compared to a different cultural group.

Construct validity (content validity) Construct validity indicates the extent to which the content of a test samples the subject matter or situation about which conclusions are to be drawn; also described as "evidence based on test content." Methods used in determining construct validity are test book analysis, description of the universe of items, adequacy of the sample, representativeness of the test content, intercorrelations of subtest scores, and opinions of a jury of experts.

Constructed-response item An assessment unit with directions, a question, or a problem that elicits a written, pictorial, or graphic response from a student. Sometimes called an “open-ended” item. Short-answer items require a few words or a number; extended-response items require at least a few sentences.

Content standard A statement describing the knowledge and skills in a content area (e.g., language arts, mathematics, science, or social studies) that should be met at a specified point in time (e.g., end of grade). National content standards are published by groups such as the National Council of Teachers of Mathematics and the International Reading Association/National Council of Teachers of English. Our local content standards are entitled “Wisconsin Model Academic Standards.”

Criterion A standard or judgment used as a basis for quantitative and qualitative comparison; also a variable to which a test is compared as a measure of the test’s validity. For example, grade point average and attainment of curricular objectives are often used as criteria for judging the validity of a cognitive abilities test.

Criterion-referenced test An assessment that allows its users to make score interpretations of a student’s performance in relation to a specified performance standard or criterion, rather than in comparison to the performance of other test takers.

Diagnostic test A test intended to locate learning difficulties or patterns of error. Such tests yield measures of specific knowledge, skills, or abilities underlying achievement within a broad subject. Thus, they provide a basis for remedial instruction.

Differential item functioning (DIF) A situation that occurs in testing when different groups of examinees (e.g., ethnic or gender groups) with the same total test score have different average item scores. Test developers reduce DIF by analyzing item data separately for each group. Items identified with DIF are carefully reviewed by content experts and culture and sensitivity committees. Items that appear to be unfair to one or more groups are discarded.

Distractor An incorrect answer choice in a selected-response or matching test item. Sometimes called a “foil.”

Floor The opposite of ceiling, it is the lowest limit of performance that can be measured effectively by a test. Individuals are said to have reached the floor of a test when they perform at the bottom of the range that the test was designed to measure and discriminate reliably. If an individual or group scores at the floor of a test, the next-lower level of the test, if available, should be administered.

Holistic scoring A scoring procedure yielding a single score based on overall student performance rather than on an accumulation of points. Holistic scoring uses rubrics to evaluate student performance.

Item A statement, exercise, task, question, or problem on a test.

Local norms Norms that have been obtained from data collected in a limited reference population of specific interest to the test user, such as a school system, county, or state. They may be used instead of, or along with, national norms to evaluate student performance.

Mean The quotient obtained by dividing the sum of a set of scores by the number of scores; also called “average.” Mathematicians call it “arithmetic mean.”

Median The middle score in a set of ranked scores. Equal numbers of ranked scores lie above and below the median. It corresponds to the fiftieth percentile and the fifth decile.

Mode The score or value that occurs most frequently in a distribution.

Multiple measures Assessments that measure student performance in a variety of ways. Multiple measures may include standardized tests, teacher observations, classroom performance assessments, and portfolios.

Normal curve equivalent (NCE) The normal curve equivalent (NCE) scale, ranging from 1 to 99, coincides with the national percentile scale at 1, 50, and 99. NCEs have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows you to make meaningful comparisons among different achievement test batteries and among different tests within the same battery. You can compare NCEs obtained by different groups of students on the same test or test battery by averaging the scores for the groups.

Percentile rank One of the 99-point scores that divide a ranked distribution into groups, each of which contains 1/100 of the scores. For example, the seventy-third percentile denotes the score or point below which 73 percent of the scores fall in a particular distribution of scores. A state percentile is the percent of students in a norm group whose scores fall below a student's score; a local percentile is the percent of students in a local group whose scores fall below a student's score.

Prompt An assessment topic, situation, or statement to which students are expected to respond. Sometimes called a "stimulus."

Raw score The first score obtained in scoring a test, often the number of correct answers required to complete the test, the number of errors, or some other number obtained directly from the test's administration.

Reliability The degree to which test scores obtained by a group of individuals are consistent over repeated applications. The reliability coefficient indicates the degree to which scores are free of measurement error. The conditions that the coefficient estimates may involve variations in test forms (alternate form reliability), repeated administration of the same form to the same group after a time interval (test-retest reliability), or the statistical interrelationship of responses on separate parts of the test (internal consistency).

Rubric A scoring tool, or set of criteria, used to evaluate a student's test performance.

Scale An organized set of measurements, all of which measure one property or characteristic. Different types of test-score scales use different units, such as number correct, percentiles, or item response theory (IRT) scale scores.

Scale scores Scores on a single scale with intervals of equal size. The scale can be applied to all groups taking a given test, regardless of groups of students. Scale scores are appropriate for various statistical purposes. For example, they can be added, subtracted, and averaged across test levels. Such computations permit educators to make direct comparisons among examinees, compare individual scores to groups, or compare an individual's pre-test scores within a specific content area in a way that is statistically valid. This cannot be done with percentiles or grade equivalents.

Selected-response item (also called "multiple-choice item") A question, problem, or statement (called a "stem") that appears on a test followed by two or more answer choices, called "alternatives" or "response choices." The incorrect choices, called "distractors," usually reflect common errors. The student's task is to choose, from the alternatives provided, the best answer to the question posed in the stem.

Speededness A test characteristic, dictated by the test's time limits, that results in a test-taker's score being dependent on the rate at which work is performed as well as the correctness of the responses. The term is not used to describe tests of speed. Speededness is often an undesirable characteristic.

Standard deviation A statistic used to express the extent of the divergence of a set of scores from the average of all the scores in the group. In a normal distribution, approximately two-thirds (68.3 percent) of the scores lie within the limits of one standard deviation above and one standard deviation below the mean. The remaining scores are equally distributed by more than one standard deviation above and below the mean.

Standard error of measurement (SEM) Measurement error is associated with all test scores. The standard error of measurement (SEM) is an estimate of the amount of error to be expected in a score from a particular test. This statistic provides a range within which a student's true score is likely to fall. The smaller the standard error of measurement, the smaller the range in which the student's true score would likely fall and the more accurate the test score.

Standardization The process of administering a test to a representative sample of examinees using carefully defined directions, time limits, materials, and scoring procedures for all test takers. The results produce norms to which the test is intended.

Standards performance index (SPI) The standards performance index (SPI) is an estimate of the number of items that a student could be expected to answer correctly if there had been 100 such items for that standard.

Stimulus A passage or graphic display about which questions are asked.

Test A device or procedure designed to elicit responses that permit an inference about what a student knows or can do.

Validity The degree to which accumulated evidence and theory support specific interpretations of test scores proposed by users of a test.

Appendix D

Wisconsin Record Editing System (RES) and Online Reporting System (ORS)

RES

The Record Editing System (RES) is the online system used to identify and correct student demographic data errors and omissions in the ISSES/pre-ID label process for the WKCE-CRT public and private data reporting system. The RES is available to all public school districts in mid- to late January or early February for 10 days. All districts will be notified by email when their WKCE-CRT data is ready to be validated.

Once districts have validated their student-level WKCE-CRT data and have corrected all known errors, the WKCE-CRT data is submitted to the testing contractor. Once the file has been submitted, no changes can be made to the RES. Districts should be aware that while RES is programmed to draw attention to obvious “logic errors” (e.g., a student with no information entered for key fields such as race/ethnicity), it cannot check for all potential non-logic errors (e.g., students incorrectly coded as not being enrolled for a full academic year). For this reason, districts are strongly encouraged to check data for all students in order to prevent potential errors that may impact decisions related to calculation of Adequate Yearly Progress (AYP).

The goal of RES is to correct all data errors and correct any changes in student demographics from one collection cycle to the next. To access additional information regarding the RES, use the following URL: <http://dpi.wi.gov/oea/wsasdata.html>.

ORS

The WSAS Online Reporting System (ORS) is an initiative developed by the Wisconsin Department of Public Instruction in conjunction with CTB/McGraw-Hill to provide timely and valuable reporting and analysis of WSAS data to Wisconsin school districts.

The specific goal for the ORS system is to provide the 2006–07 WSAS reports in an online format with reports available within the system for printing as PDF files.

Please see the Office of Educational Accountability Web site for additional information on the ORS: <http://dpi.wi.gov/oea/wsasdata.html>.

Appendix E

Customer Service Support for the Wisconsin Online Record Editing System

Overview

The Wisconsin Department of Public Instruction has requested a document that outlines the specified framework and guidelines that will be used to provide customer support for the CTB Online Record Editing System, which will allow the Wisconsin customer the ability to make corrections to their student data prior to the reports being uploaded to the WSAS Online Reporting System.

The CTB Online Recording Editing System will be provided by CTB in accordance with the contractual arrangements agreed upon between the Wisconsin Department of Public Instruction and CTB.

Customer Support Service Levels

CTB will provide dedicated Wisconsin Customer Service, Scoring, and Web Application staff, to support the Wisconsin customer from 7:30 A.M. to 5:00 P.M., Central Standard Time, Monday through Friday. The Wisconsin customer will be able to contact the Customer Service Department through a dedicated toll-free number, which is 800-282-2203.

All calls received by the Customer Service staff will be logged in the CTB Customer Service Database System (CDS/2), which is proprietary software, and will remain as an open issue until such time as a resolution has been reached, and the customer has been advised of that resolution. Each customer contact, or reported occurrence, will be documented. Any follow-up or additional information related to the problem that has already been reported to a Customer Service staff member will be added to the initial call until such time as the problem is considered resolved.

Upon request, the Customer Service Manager will provide the Wisconsin Program Management Team and/or the Wisconsin Department of Public Instruction a summary of calls received by the Customer Service Department based on information recorded in CDS/2.

The Customer Service staff will be available to assist the customer in accessing and utilizing the Online Record Editing System, as needed. Examples of some areas in which the Customer Service staff will assist the Wisconsin customer include, but are not limited to, the following:

- Assistance with logging on to the Web site, including initial login and password
- Web site navigation
- Basic questions regarding editing data
- Download and upload of data

Additional customer support will be provided to the Customer Service staff and the customer by the Wisconsin Scoring Team and/or the Web Application staff, when an issue requires additional expertise in order to reach a satisfactory resolution. Examples of this type would include, but are not limited to, the following:

- Inability to access the URL/Web site and/or data
- Questions regarding specific student data, special state accommodations, etc.
- Web site maintenance
- Missing student data

To resolve such issues, the following call escalation guidelines have been implemented:

1. Data issues that cannot be resolved by the Customer Service Team will be referred to the Wisconsin Scoring Team for resolution. The Wisconsin Scoring Team will be responsible for contacting the customer and providing a solution to the customer's inquiry. The Scoring Team will inform Customer Service of the resolution, which will be documented in CDS/2.
2. Application issues that cannot be resolved by the Customer Service Team will be referred to the Web Application staff for resolution. The Web Application staff will provide Customer Service with an estimated time needed to identify and resolve the reported application problem. The Customer Service Team will be responsible for providing the solution to the customer, and the resolution will be documented in CDS/2.

A prioritization level between Customer Service, the Wisconsin Scoring Team, and the Web Application staff has been defined as follows:

- Level one, a low-impact issue, is defined as a data or application issue that does not impair the end user from utilizing the system resources. An example of a level-one issue would be a screen that contains a word that is spelled incorrectly. An estimated time of resolution is two to three business days.
- Level two, a medium-impact issue, is defined as a data or application issue that impairs the user from utilizing the Online Record Editing System, but a workaround is available to the end user, which permits said user to continue utilizing the program. An example of a level-two issue is a problem with system login access for a particular end user, but another login will permit the end user to continue to utilize the online reporting system. An estimated time of resolution is one business day.
- Level three, a high-impact issue, is defined as a data or application issue that renders the Online Record Editing System as unusable and no workaround is available. An example of a level-three issue is a problem where the Web site is not accessible. An estimated time of resolution is within four business hours.

Communication of an Escalated Issue

A method to communicate any escalated issue has been established to provide documented interaction between Customer Service, the Wisconsin Scoring Team, and/or Web Application staff, as needed.

1. An escalated scoring issue will be communicated to the dedicated Wisconsin Scoring Team, utilizing both voice and email, and documented in CDS/2.
2. An escalated web application software issue will be communicated to the dedicated Wisconsin Scoring Team, utilizing both voice and email, and documented in CDS/2.

Summary

The Online Record Editing System will provide users with enhanced ability, which will allow the Wisconsin customer to make corrections to their student data prior to the reports being uploaded to the WSAS Online Reporting System. It is the goal of this document to outline the internal steps taken by CTB to provide the customer with the support needed to utilize this online reporting system.

To determine if the service level provided to the Wisconsin customer has been satisfactory, CTB will create and make available to said customer a customer satisfaction survey. The survey will be approved by the Wisconsin Department of Public Instruction and distributed, and results will be accumulated and reported in accordance with established guidelines.

The Department of Public Instruction does not discriminate on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

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